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ABSTRACT

This guide for teachers and administrators involved in educating parents and their toddlers emphasizes the utilization of existing school facilities to meet program needs. Section I contains a detailed explanation of the preliminary work which the teacher or administrator must complete before the first parent-toddler session. Following this explanation are sample administrative forms to use in the preliminary work, a copy of the Parents' Handbook, and a Preliminary Work Checklist. Section II contains seven activity schedules for the parent-toddler sessions. The activities included are appropriate for children varying in age from 15 to 36 months. Section III presents agendas for eight discussion sessions with parents, sample observation forms for parents to use in observing their children, and handouts for parents on child growth and development. (Author/JMB)

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# ORGANIZING AND TEACHING
# A PARENT-TODDLER PROGRAM

By

Marian K. Powell, M.A. Ed.

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Thousand Oaks, California

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# Introduction

During the past decade, parent education programs for parents of toddlers have increased in popularity. Parents of young children are more aware of the role they play in the education of their children. Many fathers and mothers turn to parent education programs offered by preschools, public schools, colleges, adult education programs and community organizations to gain adequate childrearing information. These programs are often referred to as parent-child participation programs, parent-child observation classes, mother-toddler programs, and side-by-side programs.

The writer investigated parent education programs in the community in which she resided, and found that there were few designed to meet the needs of parents of eighteen to thirty-six month old children. She researched and observed various kinds of parent education programs and developed one that she felt would meet the needs of middle income parents in her community. At the California Lutheran College Preschool in Thousand Oaks, California, she established a pilot parent-toddler participation program in the spring of 1977 over an eight week period. Based on this pilot program, her observations of community parent education programs and her background research, the writer designed a manual to aid parent educators in organizing and teaching parent-toddler programs.

The parent-toddler program outlined in this manual can be adapted to programs offered at preschools, elementary schools, park and recreation facilities, and community centers. Because classroom space is often not readily available at these facilities, suggestions are given on how to schedule a program around other early childhood programs. The writer's pilot parent-toddler program was conducted during the noon hour. The facilities were available at that time and the children were dismissed in order to be home for their afternoon nap. The writer found that meeting once a week was sufficient for this age group. Reference is made in the manual to the "preschool director." The duties performed by the director may also be carried out by a parent education administrator or by the teacher.

The manual is divided into three sections. Section I includes information on preliminary work to be completed before the first parent-toddler session. Section II contains examples of schedules of parent-child activities, and Section III, agendas for parent education meetings and appropriate informational material. Since the parent education information is highly concentrated into eight sessions, an appendix has been added to show how the parent education agendas can be expanded to fourteen sessions. Except for the examples presented on pages 13, 18, 19, and 28, the instructional materials and forms designed for parents can be used in almost any parent-toddler program. Adequate space has been left on each form for the teacher to add the name of his/her parent-toddler program.

This manual is meant to serve only as a guide or reference for parent educators. They should keep in mind that the program they design should remain flexible to meet the needs of participating parents.

## SECTION I

### Preliminary Work

This section contains a detailed explanation of the preliminary work which must be completed before the first parent-toddler session. Following this explanation are sample forms which can be used in the introductory work, a copy of the "Parents' Handbook" and a "Checklist of Preliminary Work" used by the teacher in completing her preparation for the initial parent-toddler session.

## Goals

When organizing a parent-toddler participation program, the teacher should begin by determining goals for the program. The major goal of the program may be to impart to parents the following basic childrearing information:

1. Knowledge of child development.
2. Techniques of observing children.
3. Understanding the home environment as a learning experience.
4. Awareness of language tools.
5. Acquisition of discipline strategies.

## Objectives

Next the teacher should be concerned with determining the objectives to be achieved by the participating parents. They may be as follows:

1. To observe children's growth and development in an informal setting.
2. To work beside one's child in an environment geared to the needs of the one- and two-year-old.
3. To have an opportunity to participate in a weekly group discussion with other parents of young children.
4. To discover effective ways of communicating and interacting with toddlers within the family structure.

## Initial Administrative Details

Once the goals and objectives of the parent-toddler program have been determined, the teacher is ready to meet with the director of the preschool to discuss details of the program. The following points should be considered and determined:

1. Day of the week on which program will be held.
2. Number of weeks program will be held.
3. Dates of the program.
4. Number of parents and children to be enrolled in the program. (One-fourth to one-third more adults and children than one would normally expect to attend may be enrolled. If one wanted an average attendance of twelve parents and toddlers, fifteen or sixteen may be recruited.
5. Age of the children who will attend program.
6. Any additional staff needed for conducting the program. (A preschool teacher or a college student may be solicited to assist in the supervision of the children when the parents are participating in the parent education meeting.)
7. Tuition, registration, and insurance fees.

## Facilities and Materials

After the initial details of the program have been worked out with the director, the teacher should tour the preschool facilities to determine what materials and equipment she can make use of with the toddlers. She should also decide whether she will need additional materials specifically geared to one- and two-year-olds. If so, she should meet with the director and discuss means of purchasing or acquiring them. Appropriate equipment for this age group includes: simple manipulative toys, push and pull toys, simple-to-operate vehicles, and picture books. Finally, it is necessary for the teacher to check the preschool facilities for any equipment that should be removed or covered over because it is either too difficult or dangerous for toddlers. Such items as fish bowls, live animals, very small manipulative objects and swings are generally unsafe for fifteen to thirty-six-month-old-children.

## Recruitment

Recruiting parents is a vital concern in preparing for the parent-toddler program. A poster to be displayed at the preschool and fliers to be distributed to parents of the present preschoolers should be designed. The following information should be included in both fliers and posters: name of the program, its purpose, those eligible, place where it will be held, dates and times of sessions, cost and person to contact. (See page 13 for sample flier.) If the class quota is not met by these advertising methods, the teacher may wish to use one or more of the following:

1. Distribute fliers and posters to preschools in the area.
2. Contact local newspapers and PTA organizations asking for articles about the program in their publications.
3. Display posters at supermarkets and stores.
4. Post notices on community bulletin boards.

When sufficient parents have been recruited for the program, the teacher draws up the class roster. Parents' names should be filled in on the "Administrative Records" form. (See page 14 for copy of this form.)

Parent and Child Activities

When a sufficient number of parents have been recruited, the teacher can proceed with planning the various activities for the parents and children at each session. First, a general schedule of activities to be followed each week should be completed. (See page 19 for copy of schedule.) Next, the teacher is ready to develop tentative schedules of parent-child activities to be used during the first few weeks of the program. (See pages 39 through 59 for copies of parent-child activities.) Finally, forms to be used by the parents while observing their children in the planned activities should be drawn up. (See pages 64, 69, 78, 89, 97, and 107 for forms used to evaluate children's general activities, social development, physical development, emotional development and intellectual and language development.)

## Agendas for Parent Education Meetings

Since a portion of each week's schedule includes a time for parents to discuss topics of interest with the teacher, tentative agendas for the parent education meetings need to be drawn up. The content of these meetings can be based on program goals already determined by the teacher. Later, the agendas may be modified to meet the expressed needs of the participating parents. (See pages 67-68, 75-77, 86-88, 94-96, 104-106, and 114-115 for parent education meeting agendas.) It would be wise for the teacher at this time to finalize the agenda for the initial parent meeting and make up the necessary forms and questionnaires. (See pages 62 and 63 for the agenda of the first parent education meeting and pages 65 and 66 for registration form and parent questionnaire.)

## "Parents' Handbook"

The next step in preparation is to compile the "Parents' Handbook" to be distributed to parents at the initial parent meeting. The handbook may include such information: purpose of the program; general information on parking; where to enter the school; lunches and attire; schedule of planned activities; guidelines for parent participation in a preschool environment; job assignments for parents; names, addresses and phone numbers of participants; guidelines in observing children; format of parent education meetings; and a bibliography of suggested readings. (See pages 15 through

through 32 for example of "Parents' Handbook.") A copy of the handbook should be made up for each participating parent and placed in a pocket-style folder.

## Additional Administrative Details

Before the first parent education meeting the teacher will also want to complete a bulletin board to be used each week to inform parents about the program. Notices concerning activities planned for the children, parent job assignments and parent education meetings may be posted. Parents should be assigned tasks for the first two sessions. These tasks are entered on the "Administrative Records." (See page 14 for copy.) The parents' names should then be placed on the "Job Assignment Schedule," (see page 33 for example), also posted on the bulletin board. The completed bulletin board is displayed in the meeting room for the introductory parent education meeting. For the parent-toddler sessions it should be moved to the playground.

Name tags for the adults and toddlers, as well as a receptacle for the tags, have to be made. A five-pound coffee can, covered with contact paper, makes a useful container, which is heavy enough not to be blown about outdoors. Both parents' and children's name tags can be made of heavy tag board which later is laminated. Parents' name tags can be an approximate 4" by 3" rectangle. Each parent's name tag should include the child's name in the lower right-hand corner. The children's name tags should be "child-pleasing." (See page 34 for copy of pattern that can be traced on tag board.)

Each parent's observation folder for the parent-toddler sessions should be completed before the first parent education meeting and a copy of the first observation form enclosed within. The observation folders can be made from file folders with parents' names printed on the outside. The observation forms should be stapled or clipped to the folder to prevent their being blown away when the parents are outdoors. A box marked "Observation Folders" should be placed with the name tag container and their uses explained to the parents at the initial parent education meeting.

## Preparation for Initial Parent Meeting

Now the teacher is ready to organize for the first parent education meeting to be held on an evening one week prior to the first parent-toddler session. She should choose a date convenient for both herself and the preschool director. The teacher should give a copy of the agenda for the initial parent meeting to the director and inform her that she will be speaking briefly to the parents and conducting a tour of the facilities. When the date of the first parent education meeting has been decided, the teacher should be prepared to phone the participating parents advising them of the meeting and emphasizing the importance of attending.

Prior to the meeting the teacher should check that all the materials and informational data mentioned in her agenda are available. Coffee, tea and dessert should be prepared and chairs set up in the meeting room. The preschool rooms should be readied for the parent tour. Lastly, the teacher should recheck items 1 through 23 on the "Preliminary Work Checklist" to determine that all necessary preparations have been completed for the initial parent meeting. (See pages 35 and 36 for copy of "Preliminary Work Checklist.")

## Evaluation and Wrap-up

Before the initial parent-toddler session, the teacher should devise an instrument for evaluating the total program to be given to the parents at the end of the program. (See page 117 for "Parents' Comments on the Program.") A tentative agenda for a final parent education meeting should also be drawn up. This meeting would serve as a wrap-up for the parent education program and hopefully be attended by all participating parents and their spouses. (See pages 118 through 121 for copy of final parent education meeting.)

*ATTENTION: MOTHERS OF TODDLERS

CALIFORNIA LUTHERAN COLLEGE PRESCHOOL WOULD LIKE TO OFFER YOU THE OPPORTUNITY TO:

1. WORK WITH YOUR CHILD IN A GROUP SETTING.
2. OBSERVE YOUR CHILD INTERACT WITH OTHER CHILDREN AND WITH ADULTS IN A STRUCTURED SITUATION.
3. TALK WITH OTHER PARENTS WHO HAVE COMMON CONCERNS.
4. ENJOY SPENDING A SPECIAL TIME WEEKLY WITH YOUR CHILD.

| | |
|---|---|
| WHO IS ELIGIBLE: | ANY MOTHER WHOSE CHILD IS TWO YEARS OLD. |
| WHEN: | SIX MONDAYS FROM 11:00 A.M. TO 1:00 P.M.<br>APRIL 18 THROUGH MAY 23, 1977. |
| WHERE: | CALIFORNIA LUTHERAN COLLEGE PRESCHOOL<br>MT. CLEF BOULEVARD – THOUSAND OAKS |
| COST: | $12.00 FOR 6 SESSIONS PLUS $1.00 REGISTRATION FEE. |
| CONTACT: | "MOTHER-TODDLER PROGRAM"<br>CALIFORNIA LUTHERAN COLLEGE – (805) 492-2257 |

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*Modify for own use.

## ADMINISTRATIVE RECORDS

| NAMES | Registration | Tuition | 1st night meeting | 2nd night meeting | WEEKLY ATTENDANCE | | | | | | JOB ASSIGNMENTS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | | | | | | | | | | | | | | | | |
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| 8. | | | | | | | | | | | | | | | | |
| 9. | | | | | | | | | | | | | | | | |
| 10. | | | | | | | | | | | | | | | | |
| 11. | | | | | | | | | | | | | | | | |
| 12. | | | | | | | | | | | | | | | | |
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### JOB ASSIGNMENT CODE:

A — Art Project

L — Lunch

S — Story

PS — Playground (Sand)

PE — Playground (Equipment)

Parent
Handbook

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Dear Parent,

Welcome! You are about to start a unique experience, that of sharing a class with your child. Our parent-toddler program offers you an opportunity to discover, as well as to share with others, positive ways of interacting with your child. You will be able to:

Observe children's growth and development in an informal setting.

Work beside your child in an environment geared to the needs of the one- and two-year-old.

Have an opportunity to participate in a weekly group discussion with other parents of young children.

Discover effective ways of communicating and interacting with toddlers within the family structure.

Since this parent-toddler program is being conducted primarily for the benefit of the parents, your responses, reactions and suggestions would be appreciated. We hope that your participation in our program will be a worthwhile and enjoyable experience for you and your child.

Sincerely yours,

MKP:cko

## GENERAL INFORMATION*

1. A child may attend class only when accompanied by a parent.
2. Children should be dressed in comfortable play clothes. Clothing for both parents and children should be washable as some activities may be untidy. An extra change of clothing as well as any necessary diaper change should be brought to each class.
3. Bring lunches for yourself and child. The school will provide beverages. Lunch will be eaten at 12:00. It may be advisable to give your child a small snack before leaving home.
4. Parking is available in the lower lot. Please assist your child as you use the stairs.
5. Enter the school through the gate by the patio. The first fifteen minutes of class will be held on the patio while the teacher and one parent set up activities indoors. In case of rain, meet in the two rear rooms of the preschool.
6. Upon arrival, deposit lunches and supplies in laundry baskets next to the bulletin board. Find name tags for yourself and child. Check bulletin board for job assignments. Find your observation folder in the box near the bulletin board. Help your child find an activity to engage in.
7. It is the parent's responsibility to know the whereabouts of his or her child at all times. Supervision is of the utmost importance.
8. Books and pamphlets on all phases of child rearing may be checked out in the workroom. (garage)

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* Modify for own use.

## SCHEDULE*

| | |
|---|---|
| 11:00 - 11:15 | ARRIVAL<br>Parent and child arrive at outdoor patio area. Parent finds name tags for self and child, checks bulletin board for job assignments and notices regarding parent education meetings, and finds observation folder.<br>Children engage in free-choice activities on patio while teacher and one parent set up indoor activities. |
| 11:15 - 11:40 | INDOOR PLAY<br>Indoor free-choice time and art project. Parent observes child and assists him whenever necessary. This is a good time for parents to fill out observation reports. |
| 11:40 - 11:50 | STORY TIME |
| 11:50 - 12:10 | WASHROOM and LUNCH<br>Diaper change or potty-chair time. Washing hands for lunch. |
| 12:10 - 12:25 | MUSICAL ACTIVITIES |
| 12:25 - 1:00 | OUTDOOR PLAY with two parents supervising children.<br>PARENT EDUCATION MEETING held in workroom adjacent to school. |
| 1:00 - 1:05 | CLEAN UP and DISMISSAL<br>Parents return name tags and observation folders to their proper places. Parents may stay for a short time to select books from the parent education library or to discuss the program with the teacher. |

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* Modify for own use.

# GUIDELINES FOR PARTICIPATION IN A PRESCHOOL ENVIRONMENT

## Some Do's and Don'ts

DO:

Help your child only when necessary.

Help children with large muscle equipment until they show confidence and ability to be on their own. Remember much of the permanent equipment is geared to the preschool child and your toddler will need close supervision as he uses it.

Be aware of children near you.

Avoid unnecessary visiting or talking with other adults.

Introduce your child to various activities and if he does not show interest, move to something else. The attention span of two-year-olds is minimal.

Enter into participation activities with your child. (finger plays, music, etc.)

DO NOT BE DISTURBED IF:

Your child wants to be near you and will not participate in the activities.

Your child does not join in a story or music activity.

Your child does not take part in art activities.

(Some children require more time than others to enter into group activities. Watching is a form of participation.)

DO NOT BE EMBARRASSED IF:

Your child does not follow the teacher's directions.

Your child takes toys from another child.

Your child does not share or take turns.

Your child hits, bites, kicks or has tantrums.

(This is an opportunity for a child to learn through a group experience. If his social learning were complete, he would be a superior adult.)

## Dealing with "Behavior" Problems

Parents in our program will be involved with all the children in the class. Each father and mother will have his or her way of dealing with "behavior" problems. The underlying principle in our program will be to handle "control" problems with positive interactions. We will avoid saying "no" and "don't" and use positive statements such as "Let's find another toy to play with," and "Hitting Mike makes him cry. Tell him how you feel by using words."

Many "behavior" problems can be avoided by careful adult supervision. Each parent will be responsible for dealing with his/her child's discipline when with him/her. The teacher and director will step in when necessary. If a parent is elsewhere, assisting the teacher or participating in a parent education meeting, the adults present are expected to handle problems that arise. Parents should look to the teacher and director for guidance when they are unsure of how to handle a problem.

## Use of Creative Materials

Young children learn more easily and gain self-confidence when they are permitted to use materials in their own way. Use of art materials for young children is primarily for exploration, rather than for production of an end product. We might ask a child, "How does it feel?" or say "What beautiful colors!" rather than, "What is it?" Appropriate materials which the children can use independently will be presented to them. Give your child some initial guidance and then let him work on his own.

It is requested that parents:

Do not make samples for children to copy, or improve their work.

Do not suggest to child, "You can do better," or "I know you can do it."

Do not make child tell you what he/she is making.

Do not deflate child by comments such as, "But that doesn't look like a cat."

Respect what a child has created.

Save child's work if he/she wants to keep it.

## Maintaining Safety

Know where your child is at all times. Supervision is of the utmost importance. Very young children have little or no spatial concepts and must be guided and helped with large muscle equipment.

It is requested that a parent:

Accompany child on all equipment.

Help child learn the routine of class, his/her limits and boundaries.

Help child learn to wait his/her turn at a safe distance from all equipment.

Be alert to the hazards of sand throwing.

Help keep running indoors and "toy throwing" to a minimum.

## JOB ASSIGNMENTS FOR PARENTS

Each class session will have five parent helpers. The helpers will be chosen on a rotation basis starting at the top of the roster. If you will not be attending class the day you are assigned a job, please find a substitute for your task by recruiting another parent in the class or by contacting the teacher. Please see the list of names, addresses and phone numbers of participants in the program. Your help during the sessions not only facilitates the program but imparts cooperativeness for the children to imitate—one of the values we hope to pass on during our sessions at school.

The following is a description of the job assignments:

ART PROJECT – Parent helps teacher prepare materials for art project, puts materials out on table, and cleans up when project is completed.*

LUNCH – Parent prepares beverage for children and coffee and hot water for parents. Father or mother supervises the clean up after lunch.*

STORY – Parent prepares a story or picture book to present to a small group. Father or mother selects one of his or her child's favorite stories from home or chooses one from the school library.

PLAYGROUND (Sand) – Parent supervises children in sandbox area.

PLAYGROUND (Equipment) – Parent assists and supervises children in using large equipment.

---

*During clean up your child may wish to help you, especially with anything having to do with water. Relax and enjoy the help.

## NAMES, ADDRESSES AND PHONE NUMBERS OF PARTICIPANTS

Program Director:

Program Teacher:

Telephone No.:

Telephone No.:

************************************************************************

| PARENT'S NAME | CHILD'S NAME | ADDRESS | PHONE |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
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## GUIDELINES IN OBSERVING YOUR TWO-YEAR-OLD

In order to effectively relate to your toddler, it is necessary to have some understanding of the kinds of behavior typical of a two-year-old. Young children are not simply miniature adults. Their way of thinking and their emotional needs are unique. As a result, techniques which are successful in interactions with adults are not necessarily effective in dealing with young children. One of the purposes of our parent-toddler program is to provide guidelines for observing the behavior of preschool children. Through these observations you should develop an understanding of how a young child thinks and behaves. This will serve as a foundation for interacting with your child in ways that will facilitate his/her development.

The most basic and difficult skill involved in observing behavior is objectivity. The natural tendency is to assume that the person you are observing is thinking or feeling the way you would if you were in the same situation. Human behavior is sufficiently complex that any particular act may have a large number of possible determining causes. Usually there is no valid method for the observer to decide exactly why a child has done something and it is better to simply state what the child did, describe the setting and not guess at the underlying motivation. If a child is crying it is probably a safe guess that he/she is not happy, but it may be impossible to decide whether he/she is crying because of pain, anger, fear or frustration.

To make your observations as valid as possible, you should carefully avoid all interpretive phrasing. For example, "Bobby threw himself on the floor in a rage," makes an assumption about Bobby's feelings. "Bobby threw himself on the floor screaming and kicking his feet," is a better statement because it describes overt behavior and could be verified by another observer. The statements "Susan is tired this morning," and "Peter didn't want to go," are examples of statements involving a conclusion on the part of the observer. A more objective way of stating this information would be: "Susan yawns and sits at the table without touching the crayons. She rubs her eyes and puts her head down on the table," and "Peter held on to the door knob and whined, 'No, I'm not going,' when the teacher asked him to go outdoors."

There is a place, however, for interpretation of a child's behavior as long as the observer clearly separates it from the actually observed events. Interpretations of behavior can be placed in parenthesis after the description of observed behavior. The remark, "Susan frequently acts tired after being out in the play yard," is important in understanding Susan and may provide a guide to helping her. Perhaps she should be encouraged to play less vigorous games, or is in need of more sleep, or perhaps of a physical examination. With practice in observing your child, your interpretations will become more accurate and discerning.

Whenever observing your toddler, keep in mind that children communicate through their facial expressions, body movements, eyes, language, tone of voice, running, jumping and wandering. What they do and how they do it can reveal their interests and inner feelings. When you can understand your child's behavior from his/her point of view, you will be able to better relate to him/her.

## PARTICIPATION IN PARENT EDUCATION MEETINGS*

For thirty-five minutes of most of the weekly parent education meetings all except two of the parents in the program will meet for discussion in the school. The two adults not participating will supervise the children playing outdoors. Our "Open Door Policy" permits a child to enter the school at any time during the meeting to be with his/her parent and allows the parent to check on his/her child outdoors. If a child wishes to be indoors, he/she must sit on his/her parent's lap or on a chair next to the parent. This will not be a free-choice time for him/her indoors.

During the parent education meetings the mothers and fathers will talk over the comments made on their completed observation forms. Topics such as discipline concerns and activities in which the children take part will also be discussed. Each time the teacher will present new ideas and distribute appropriate materials on one of the following topics:

Observing and evaluating your child's social development.

Observing and evaluating your child's physical development.

Observing and evaluating your child's emotional development.

Observing and evaluating your child's intellectual and language development.

Planning a home environment that encourages preschoolers to learn.

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* Modify for own use.

An optional parent education meeting will be scheduled on a weekday evening at the program's termination. The discussion will be entitled, "Coping with Behavior."

We encourage each parent to share his/her ideas in the parent education meetings. Through this mutual sharing of experiences, we will learn more effective ways of communicating and of interacting with toddlers.

## BOOK LIST

Beadle, Muriel. A Child's Mind. Garden City, New York: Anchor Books, 1971.

Beck, Joan. How to Raise a Brighter Child. New York: Pocket Books, 1975.

Bell, T. H. Your Child's Intellect. Salt Lake City, Utah: Olympus Publishing Company, 1972.

Braga, Joseph and Braga, Laurie. Growing with Children. Englewood Cliffs, New York: Prentice-Hall, 1975.

Bruner, Jerome S. Infants and Mothers. New York: Dell Publishing Company, 1969.

Chess, Stella; Thomas, Alexander; and Birch, Herbert G. Your Child is a Person. New York: Parallax Publishing Company, 1965.

Chukovsky, Kornei. From Two To Five. Berkeley, California: University of California Press, 1966.

Cohen, Dorothy. The Learning Child. New York: Vintage Books, 1973.

Dodson, Fitzhugh. How to Parent. New York: Signet Books, 1971.

Dolison, James. Dare to Discipline. Wheaton, Illinois: Tyndale House Publishers, 1975.

Fraeberg, Selma H. The Magic Years. New York: Charles Scribner's Sons, 1959.

Getzels, Jacob W. and Jackson, Philip W. Creativity and Intelligence: Explorations with Gifted Students. New York: John Wiley and Sons, Publishers, 1962.

Ginott, Haim G. Between Parent and Child. New York: Avon Books, 1969.

Gordon, Thomas. Teacher Effectiveness Training. New York; Peter H. Wyden, 1974.

Gregg, Elizabeth. What to Do When There's Nothing to Do. New York: Delacourt Press, 1968.

## BOOK LIST (Continued)

Hainstock, Elizabeth G. Teaching Montessori in the Home. New York: Random House, 1968.

Harrison-Ross, Phyllis and Wyden, Barbara. The Black Child. New York: Berkley Publishing Corporation, 1974.

Hendrick, Joanne. The Whole Child. St. Louis: The C. V. Mosby Company, 1975.

Holt, John. How Children Learn. New York: Dell Publishing Company, 1967.

Johnson, June. Home Play for the Pre-school Child. New York; Harper and Brothers, 1957.

Krumboltz, John D. and Krumboltz, Helen Brandhorst. Changing Children's Behavior. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Lowenfeld, Viktor. Your Child and His Art. New York: The Macmillan Company, 1954.

Matterson, E. M. Play and Playthings for the Preschool Child. New York: Penguin Books, 1974.

Maynard, Fredelle. Guiding Your Child to a More Creative Life. New York: Doubleday and Company, 1973.

Sharp, Evelyn. Thinking is Child's Play. New York: Avon Books, 1972.

Smart, Mollie S. and Smart, Russell C. Infants. New York: The Macmillan Company, 1973.

Smart, Mollie S. and Smart, Russell C. Preschool Children. New York: The Macmillan Company, 1973.

Smith, Brian and Smith, Shirley Sutton. How to Play with Your Children (and when not to). New York: Hawthorn Books, 1974.

## SOURCES OF PAMPHLETS AND PUBLICATIONS ON NURSERY AND EARLY CHILDHOOD EDUCATION

(1) Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

(2) Child Study Association of America, Inc.
9 East 89th Street
New York, New York 10028

(3) National Association for Education of Young Children
3700 Massachusetts Avenue, N.W.
Washington, D.C. 20016

## SOURCES OF CATALOGUES AND LISTS OF RECORDS AND SONGBOOKS

(1) Children's Music Center
5357 West Pico Boulevard
Los Angeles, California 90019

(2) Children's Record Guild
27 Thompson Street
New York, New York

(3) Folkways/Scholastic Records
906 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

## SOURCES FOR EQUIPMENT AND SUPPLIES FOR PRESCHOOL CHILDREN

(1) Childplay
43 East 19th Street
New York, New York 10003

(2) Childcraft
155 East 23rd Street
New York, New York 10010

(3) Creative Playthings, Inc.
P. O. Box 1100
Princeton, New Jersey

# JOB ASSIGNMENT SCHEDULE

This Week – ____________________

Art Project ____________________

Lunch ____________________

Story ____________________

Playground (Sand) ____________________

Playground (Equipment) ____________________

Next Week – ____________________

Art Project ____________________

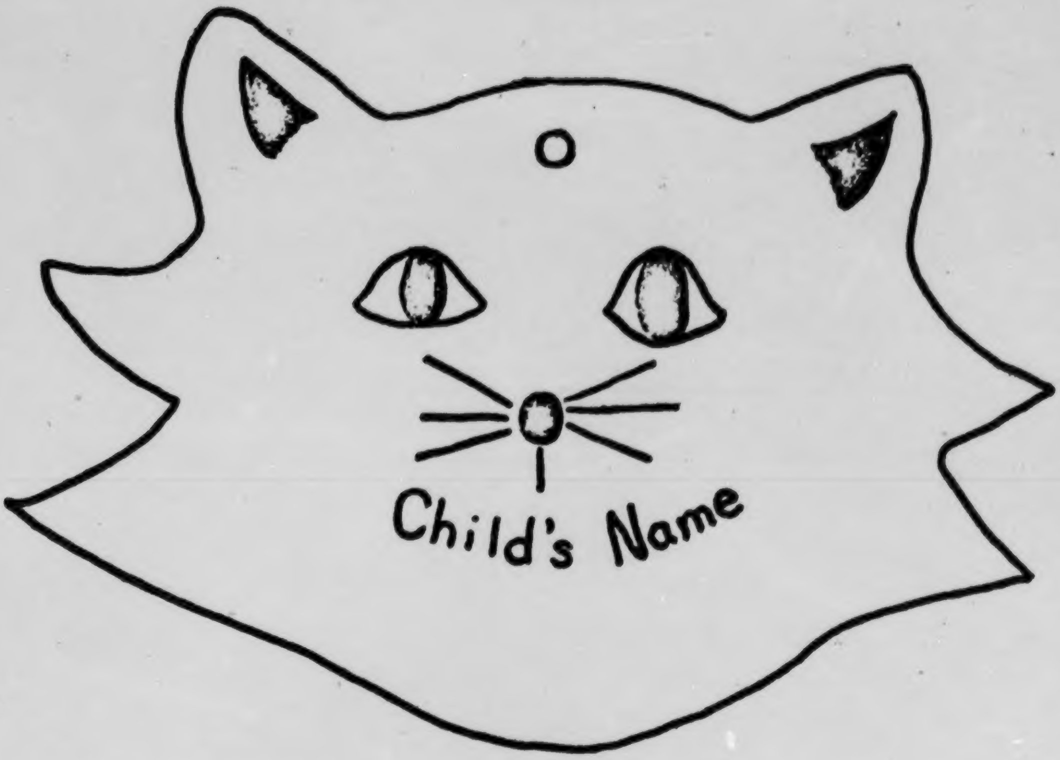
Lunch ____________________

Story ____________________

Playground (Sand) ____________________

Playground (Equipment) ____________________

# TODDLERS' NAME TAGS



NOTE: Yarn laced through the hole in the top and a safety pin provide means to secure the tag to the back of the child's garment.

# PRELIMINARY WORK CHECKLIST

| | Completed |
|---|---|
| 1. Determine goals and objectives for the program. | |
| 2. Meet with the director of the preschool to discuss initial administrative details of the program. | |
| 3. Tour preschool facilities to determine what materials and equipment should be used with toddlers. | |
| 4. Obtain any additional materials and equipment for the program. | |
| 5. Make up fliers and a poster announcing the program. | |
| 6. Distribute fliers to parents of preschoolers already enrolled in preschool. Display poster at the preschool. | |
| 7. If quota for the class has not been filled, find other methods of recruitment. | |
| 8. Make up class roster. | |
| 9. Devise a general schedule of activities to follow at each parent-toddler session. | |
| 10. Develop tentative schedules of parent-child activities for first few weeks of program. | |
| 11. Make up observation forms to be used by parents. | |
| 12. Prepare tentative agendas for parent education meetings held during the parent-toddler sessions. | |

## PRELIMINARY WORK CHECKLIST (Continued)

| | Completed |
|---|---|
| 13. Complete final agenda for initial parent meeting. | |
| 14. Make up forms and questionnaire to be distributed to parents at initial parent meeting. | |
| 15. Compile "Parents' Handbook." Make copies for participating parents. | |
| 16. Complete bulletin board that will inform parents about the weekly activities. | |
| 17. Assign jobs to parents for the first two parent-toddler sessions. | |
| 18. Make name tags for parents and children. | |
| 19. Make up an observation folder for each participating parent and put in first observation form. | |
| 20. Choose date for first parent education meeting and invite preschool director to speak. | |
| 21. Give a copy of the agenda of the first parent education meeting to the preschool director. | |
| 22. Phone participating parents advising them of the initial parent meeting. | |
| 23. Ready supplies and facilities for introductory parent meeting. | |
| 24. Develop instrument for parents' evaluation of the program. | |
| 25. Prepare agenda for final parent education meeting. | |

## SECTION II

## Parent-Child Activities

This section contains seven activity schedules for parents and children in a parent-toddler program. The mothers and fathers observe their children in the activities as well as participate in them alongside the toddlers. Six of the schedules are for regular parent-toddler sessions. The seventh is an alternate schedule to be used on a rainy day.

The curriculum experiences planned each week are open kinds of activities, not requiring much sharing on the part of the toddlers and lasting for only brief periods of time. Experiences with water, play dough, textures in art projects and rhythm instruments are designed to stimulate the young child's senses and develop small muscles. Large motor coordination is stimulated through the use of climbing equipment and simple-to-operate vehicles.

It is most important that the teacher check the preschool facilities for equipment that is too dangerous for toddlers. Display cases containing very small items should be turned around or covered over with sheets. Climbing equipment can be sectioned off, swings tied up, and such items as beads, fish bowls, live animals, low hanging mobiles and paints can be removed.

Most of the time blocks in the weekly schedules are free-choice periods. They include those activities planned for the playground when the toddlers first arrive, the twenty-five minute indoor play period, and the thirty-five minute outdoor time. The story time and musical activities, however, are structured and are apt to go more smoothly when the toddlers are seated on their parents' laps. Two types of activities are scheduled for each story time— a picture book story and a readiness-type activity. Some young toddlers may have difficulty concentrating on a story, even if large picture books with only a few words are used. For these children readiness-type activities are planned in which they actively participate.

As one reads through the activities planned for each session, he/she will note that many of the activities are repeated from week to week or put in a different setting. This is done to give the toddler confidence in mastering skills and provide the adults with adequate opportunities to observe the children's development.

## PARENT-CHILD ACTIVITIES
## SESSION #1

11:00 - 11:15 Outdoor Playground - Free Choice

1. Large wooden boat
2. Doll buggies, dolls and blankets
3. Dirt area - plastic dump trucks
4. Lawn mowers
5. Table - "Multi Flex" manipulative toys

11:15 - 11:40 Indoors - Free Choice

1. Art table - play dough, rolling pins and cookie cutters
2. Manipulative table - manipulative toys such as pounding board, Fisher Price shape sorter, 2 stacking circles, and 2 simple puzzles of five or six pieces
3. Floor - container of sand, sifters and floor covering.
4. Peg board desk with pegs
5. Chalk board and colored chalk
6. Block area - fire house, fire trucks and small wooden blocks

11:40 - 11:50 Story Time

Parents and children select books from book box to look at for the first few minutes.

Group I - Picture Book

Parent reads story: "The Three Birds" by Hilde Heyduck-Huth, New York: Harcourt Brace Jovanovich, 1966.

## PARENT-CHILD ACTIVITIES

### SESSION #1 (Continued)

Group II - Readiness Activity

Teacher presents readiness activity with animal flash cards. Parents, children and teacher name such animals as elephant, giraffe, lion, tiger, monkey, snake and bird. Each child is given a picture to hold. Teacher asks child to stand when he holds the card of the animal she calls.

11:50 - 12:10 Washroom and Lunch

Beverages for children: milk and apple juice

Lunches: brought from home

12:10 - 12:25 Musical Activities

Song: "Rock-a-bye Baby" - (Mothers rock children in their arms while everyone sings.)

Finger Play:

Pat-a-cake, pat-a-cake, baker's man
Bake us a cake as fast as you can.
Mix it and prick it and mark it with "T"
And there will be plenty for baby and me.

Rhythm Exercise: Record - "Let's Get Together" from "Pre-Physical Education Through Music," Stallman-Susser Educational Systems, Inc., Roslyn Heights, New York.

# PARENT-CHILD ACTIVITIES

## SESSION #1 (Continued)

12:25 - 1:00 Outdoor Playground - Free Choice

1. Sand area - general sand toys
2. Sand table - wooden men
3. Large wooden boat
4. Metal tunnel
5. Plastic lawn mowers

## PARENT-CHILD ACTIVITIES

## SESSION #2

11:00 - 11:15 Outdoor Playground - Free Choice

1. Large wooden boat - turned over for climbing stairs
2. Card table covered with blanket
3. Dolls, cradle and blankets
4. Dirt area - large spoons and plastic dump trucks
5. Table - play dough with wooden pegs

11:15 - 11:40 Indoors - Free Choice

1. Art table - "Finger Painting" - finger paint paper and paints
2. Manipulative table - Manipulative toys such as "Playschool Mail Box" for shape sorting, puzzle for matching shapes and colors, "Sesame Street" stacking toys (2), and simple puzzles of five or six pieces (2)
3. Floor - large Legos
4. Science corner - small animal in cage (Teacher supervises children as they pet or hold animal.)
5. Small desk - paper and large crayons
6. Flannel board desk with flannel objects
7. Block area - large wooden doll house, furniture and small cars.

11:40 - 11:50 Story Time

Parents and children select books from book box to look at for the first few minutes.

## PARENT-CHILD ACTIVITIES

### SESSION #2 (Continued)

Group I - Picture Book

Parent reads story: "The Gingerbread Boy" from Read-Aloud Nursery Tales by Carolin Kramer, New York: Random House, 1957.

Group II - Readiness Activity

Teacher presents readiness activity with food pictures. Parents, children and teacher name foods such as milk, ice cream, eggs, cereal, bread, peanut butter, hamburger and apples. Children can say what foods they like. Each child is given a picture to hold. Teacher asks the child to stand when he has the card showing the food she calls.

11:50 - 12:10 Washroom and Lunch

Beverages for child: milk and pineapple juice

Lunches: brought from home

12:10 - 12:25 Musical Activities

Teacher may wish to review song, finger play and record presented at previous session.

Song: "Twinkle, Twinkle Little Star"

Finger Play : Knock at the door (Forehead)
Peep in (Peer through circled thumbs and forefingers.)
Turn the latch (Twist nose.)
Walk in (Pretend to put finger in mouth.)
Take a chair - right down there! (Walk finger down to navel and tickle self.)

## PARENT-CHILD ACTIVITIES

### SESSION #2 (Continued)

Rhythm Exercise: Record - "Happy Mechanical Man" from "Modern Tunes for Rhythms and Instruments" by Hop Palmer, Educational Activities, Inc., Freeport L.I., New York.

(Children, parents and teacher march in time with the music.)

12:25 - 1:00 Outdoor Playground - Free Choice

1. Sand area - general sand toys and water in plastic containers
2. Sand table - small metal trucks
3. Large wooden boat turned over
4. Baby buggies and dolls
5. Wagons

## PARENT-CHILD ACTIVITIES
## SESSION #3

11:00 - 11:15 Outdoor Playground - Free Choice

1. Fisher Price basketball game and bean bags
2. Large rubber balls and yarn ball
3. Punching bag
4. Baby bathtubs, dolls, water, soap, washcloths, and towels
5. Table - small wooden animals and plastic containers with cornmeal

11:15 - 11:40 Indoors - Free Choice

1. Art table - "Collage" - 8½ x 11 construction paper, scraps of construction paper, metallic paper, felt, cloth, Elmer's glue in small paper cups and Q-tips for applying glue
2. Manipulative table - "Crystal Climber" manipulative toys
3. Puzzle table - simple puzzles of five or six pieces
4. Floor - "Cubes and Balls" manipulative toys and wooden tree puzzle
5. Chalk board - cover with white paper. Provide children with wooden spools that can be dipped in paint to make print designs on the paper.
6. Block area - large wooden blocks, steering wheel block, hats for playing train conductor

11:40 - 11:50 Story Time

Parents and children select books from book box to look at for the first few minutes.

## PARENT-CHILD ACTIVITIES

### SESSION #3 (Continued)

Group I - Picture Book

Parent reads story: "Come Visit Me" by Barby and Glen Peterson, New York: Golden Press, 1974.

Group II - Readiness Activity

Teacher presents readiness activity with pictures of children's activities. Parents, children and teacher talk about such children's activities as getting dressed, eating meals, going to bed, playing ball, playing with toys and riding a tricycle. Teacher asks children to point to certain objects in each picture.

11:50 - 12:10 Washroom and Lunch

Beverages for children: milk and orange juice

Lunches: brought from home

12:10 - 12:25 Musical Activities

Teacher may wish to review songs, finger plays and records presented at previous sessions.

Song: "Wheels on the Bus"

People on the bus go up and down...
Wheels on the bus go round and round...
Horn on the bus goes beep, beep, beep...
Driver on the bus says, "Move on back"...
Wipers on the bus go swish, swish, swish...

## PARENT-CHILD ACTIVITIES

### SESSION #3 (Continued)

**Finger Play:**

Two little blackbirds sitting
on a hill (Hold up one finger
on right and one of left hand.)
One named Jack and the other
named Jill.
Fly away, Jack, fly away, Jill
(Put hands behind back.)
Come back, Jack, come back, Jill.
(Bring hands back.)

**Musical Exercise:** Record - "Turn Around" from "Getting to Know Myself" by Hop Palmer, Educational Acitivities, Inc., Freeport L.I., N.Y.

12:25 - 1:00 Outdoor Playground - Free Choice

1. Sand area - pots and pans on top of milk crates for pretend cooking
2. Baby bathtubs, water and dolls
3. Table with cornmeal and animals
4. Wheel toys that are operated by children moving their feet
5. Plastic lawn mowers

## PARENT-CHILD ACTIVITIES

## SESSION #4

11:00 - 11:15 Outdoor Playground - Free Choice

1. Cardboard boxes for creative play
2. Large wooden boat
3. Small table, two chairs and two telephones
4. Tubs, water and plastic boats
5. Table - modeling clay

11:15 - 11:40 Indoors - Free Choice

1. Art table - "Painting" - 11 x 14 paper, large brushes and paints.
2. Cooking table - "Making Chocolate Pudding" instant chocolate pudding, milk, mixing bowl, spoons, measuring cup, egg beater, containers for pudding
3. Science area - rubber dinosaurs on plaster of paris landscape
4. Flannel-board desk with flannel objects
5. Block area - small wooden blocks, wooden tunnels, small trucks and cars
6. Floor - shape sorters, stacking toys, large pegs.

11:40 - 11:50 Story Time

Parents and children select books from book box to look at for first few minutes.

Group I - Picture Book

Parent reads story: "The Farm Book" by Jan Pfloog, Racine, Wisconsin: Western Publishing Co., 1972.

## PARENT-CHILD ACTIVITIES
### SESSION #4 (Continued)

Group II - Readiness Activity

Teacher presents readiness activity with rubber or plastic farm animals. Parents, children and teacher name such animals as cow, horse, pig, dog, sheep, and chicken. Each child is given an animal to hold. Teacher asks child to stand when she calls the animal he is holding. Children can imitate sounds animals make.

11:50 - 12:10 Washroom and Lunch

Beverage for children: milk

Lunches: brought from home

Dessert: chocolate pudding

12:10 - 12:25 Musical Activities

Teacher may wish to review songs, finger plays and records presented at previous sessions.

Song: "Row, Row, Row Your Boat"

(Parents and children sit on floor, holding hands and rocking back and forth in time with the music.)

Finger Play:
Choo!, Choo!, Choo!, (Slide hands together.)
The train runs down the track. (Run fingers down arm.)
Choo!, Choo!, Choo!, (Slide hands.)
And then it runs right back. (Run fingers up arm.)

Musical Exercise: Record - "Put Your Finger in the Air" from "Let's Play a Musical Game" by Columbia Records.

## PARENT-CHILD ACTIVITIES
### SESSION #4 (Continued)

12:25 - 1:00 Outdoor Playground - Free Choice

1. Sand area - metal trucks
2. Cardboard boxes for creative play
3. Table with modeling clay
4. Tubs with plastic boats
5. Wagons and dress-up hats

## PARENT-CHILD ACTIVITIES

## SESSION #5

11:00 - 11:15 Outdoor Playground - Free Choice

1. Red cardboard blocks
2. Fisher Price bowling game and balls
3. Dirt area - spoons and small containers
4. Push and pull toys
5. Table - large Legos and "Crystal Climber" manipulative toys.

11:15 - 11:40 Indoors - Free Choice

1. Art table - "3-D Collage" - 8½ x 11 construction paper, cut-up straws and pipe cleaners, buttons, Styrofoam pieces from packing boxes, Elmer's glue in small paper cups, Q-tips for applying glue.
2. Manipulative table - peg boards and pegs
3. Floor - two plastic dish pans
   water, two sponges, covering for floor
4. Chalkboard - cover with white paper which has an outline of a dinosaur on it. Provide children with stamps and paints to decorate dinosaur.
5. Block area - cardboard cylinders
6. Housekeeping area - cash register and money
   crayons and paper in desk

11:40 - 11:50 Story Time

Parents and children select books from book box to look at for the first few minutes.

## PARENT-CHILD ACTIVITIES

### SESSION #5 (Continued)

Group I - Picture Book

Parent reads story: "Peter Rabbit" by Beatrix Potter, New York: Grosset and Dunlop Publishers, 1968.

Group II - Readiness Activity

Teacher presents readiness activity entitled "Remembering Game." Three inverted plastic plates are placed on the floor and a small object placed under one of the plates. Children take turns pointing to the plate which covers the object.

11:50 - 12:10 Washroom and Lunch

Beverages for children: milk and pineapple juice

Lunches: brought from home

12:10 - 12:25 Musical Activities

Teacher may wish to review songs, finger plays and records presented at previous sessions.

Song:
The turtle travels slowly
His house is on his back.
And you would travel slowly, too
If you had such a pack.

(Children can crawl on floor pretending to be turtles.)

Finger Play:
Jack in the box all shut up tight.
(fingers wrapped around thumb)
Not a breath of air, not a ray
of light.
How tired you must be all down
in a heap.
I'll open the lid and up you
will leap. (Thumb pops up.)

## PARENT-CHILD ACTIVITIES

### SESSION #5 (Continued)

| | | |
|---|---|---|
| | Musical Exercise: | Record - "Homemade Band" from "Homemade Band" by Hop Palmer, Educational Activities, Inc., Freeport, L.I., New York.<br>(Children accompany record with rhythm instruments.) |
| 12:25 - 1:00 | Outdoor Playground - Free Choice | |

1. Sand area - general sand toys
2. Push and pull toys
3. Metal tunnel
4. Fire hats and pieces of hose
5. Wheel toys that are operated by children moving their feet

## PARENT-CHILD ACTIVITIES

## SESSION #6

11:00 - 11:15 Outdoor Playground - Free Choice

1. Large drum
2. Push and pull toys
3. Stick horses
4. Buckets, water and paint brushes
5. Table - play dough with cookie cutters and rolling pins

11:15 - 11:40 Indoors - Free Choice

1. Art table - "Finger Painting" - glass wax and glass tiles
2. Manipulative table - bristle blocks and "Mr. Potato Head"
3. Block area - red cardboard blocks and milk crates
4. Housekeeping area - doctor and nurse kits
5. Puppet theatre and hand puppets

11:40 - 11:50 Story Time

Parents and children select books from book box to look at for the first few minutes.

Group I - Picture Book

Parent reads story: "A Panda is Black and White" by Dean Wally, Kansas City, Missouri: Hallmark Cards, Inc.

## PARENT-CHILD ACTIVITIES

## SESSION #6 (Continued)

Group II - Readiness Activity

Teacher presents a readiness activity that teaches matching. A box containing various pairs of like objects such as small trucks, crayons, Legos, and plastic spoons are placed in the middle of the circle. Each child chooses an object and finds the matching object.

### 11:50 - 12:10 Washroom and Lunch

"Good-bye Party" (If weather permits, to be held outside on lawn.)

Beverage for children: fruit punch

Lunches: brought from home

Dessert: chocolate chip cookies

### 12:10 - 12:25 Musical Activities

Teacher may wish to review songs, finger plays and records presented at previous sessions.

Song: If you're happy and you know it,
...clap your hands
...stamp your feet
...shake your head
...shout, "Hooray!"

## PARENT-CHILD ACTIVITIES

### SESSION #6 (Continued)

Finger Play:

This is a bunny with ears so
funny, (right fist; two fingers upraised for ears)
And this is his hole in the
ground. (Cup left hand.)
When a noise he hears, he
pricks up his ears,
And then he jumps into the
ground. (Fist dives into cupped hand.)

Musical Exercise: Record - "Sunshine" from "Modern Tunes for Rhythms and Educational Activities, Inc.," Freeport L.I., New York.

(Children march to music as they play rhythm instruments.)

12:25 - 1:00 Outdoor Playground - Free Choice

1. Sand area - containers of water and spoons
2. Sand table - wooden men
3. Stick horses
4. Table with play dough, cookie cutters and rolling pins
5. Wheel toys that are operated by children moving feet

## PARENT-CHILD ACTIVITIES

## ALTERNATE SCHEDULE FOR A RAINY DAY

11:00 - 11:40 Indoors - Free Choice

1. Easels - "Painting" - 11 x 14 paper, large brushes, paints.
2. Cooking table - "Decorating Cookies" - large sugar cookies, canned frosting, colored sprinkles, plastic knives.
3. Manipulative table - stacking circles and triangles, shape sorters, pegs and peg boards.
4. Housekeeping area - dress-up clothes, sudsy water in play sink, sponges, dish towels, plastic aprons, and mops to wet floor.
5. Puppet theatre and hand puppets.
6. "Creative Playthings" wooden slide.

11:40 - 11:50 Story Time

Parents and children select books from book box too look at for the first few minutes.

Group I - Picture Book

Parent reads story: "Ask Mr. Bear" by Marjorie Flack, New York: The Macmillan Co., 1932.

## PARENT-CHILD ACTIVITIES

### ALTERNATE SCHEDULE (Continued)

Group II - Readiness Activity

Teacher presents a readiness activity that teaches body parts. Parents, children and teacher point to eyes, ears, nose, mouth, hands, fingers, arm, legs and feet and name each. The group talks about how many of each body part they have.

11:50 - 12:10 Washroom and Lunch

Beverages for children: milk and fruit juice

Lunches: brought from home

12:10 - 12:25 Musical Activities

Teacher may wish to review songs, finger plays and records presented at previous sessions.

Song: It's raining, it's pouring.
The old man is snoring.
Went to bed and bumped his head.
And couldn't get up till morning.

Finger Play: Here is a beehive. (Hands closed)
Where are the bees?
Hidden away where nobody sees.
Now they come creeping out of the hive--
One, two, three, four, five.
(Fingers appear one by one.)

Musical Exercise: Record - "What Are You Wearing" and "The Elephant" from "Learning Basic Skills Through Music" by Hop Palmer, Educational Activities, Inc., Freeport, L.I., New York.

## PARENT-CHILD ACTIVITIES

### ALTERNATE SCHEDULE (Continued)

12:25 - 1:00 Indoors - Free Choice

1. Art table - "Happy Faces" - paper plates, construction paper cut into eyes, nose and mouth, Elmer's glue in small paper cups, Q-tips for applying glue.
2. Manipulative table - large wooden beads for stringing
3. Block area - fire station, fire trucks and small wooden blocks
4. Floor - container of sand, sifter, and floor covering
5. Chalkboard - colored chalk
6. Small desk - paper and large crayons

## SECTION III

## Parent Education Meetings

In this section agendas for eight parent education meetings are presented.* The second through seventh meetings are to be held during the parent-toddler sessions while the children play outdoors. The introductory and last meetings are scheduled for weekday evenings. However, if the parents find it too difficult to attend evening meetings, the first and last parent education meetings can be conducted in conjunction with a brunch which the parents attend without their toddlers.

The topics selected for the parent education meetings are based on the kinds of information needed by parents and also on questions brought up by fathers and mothers relating to childrearing. The agendas for the second through eighth meetings provide references for the teacher and questions on specific topics for the parents. Included with each agenda are appropriate instructional materials for the parents as well as observation forms they are to complete at the following sessions. These instructional materials and observation forms can be a focus for discussion at the parent education meetings.

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* These parent sessions are highly concentrated and can easily be expanded to fourteen sessions. See Appendix for detailed outline.

Parent Education Meetings (Continued)

Time is set aside at each meeting for the teacher to make announcements about the following session's job assignments, children's activities and topic of discussion. The teacher will want to avoid allowing a few parents to dominate the conversation at the parent education meetings. Her main objective will be to have all the parents participate by sharing their ideas and concerns with the entire group.

## PARENT EDUCATION MEETING

## #1

**SUBJECT:** Participating in a Parent-Toddler Program.

**WHEN HELD:** Weekday evening one week prior to the first parent-toddler session.

**MATERIALS:**
Pencils
Bulletin board
Name tags and container
Job-assignment schedule for first parent-toddler session
Parent-child activities for first parent-toddler session
Agenda for second parent education meeting
Observation folders with "Observation Record #1"

**HANDOUTS:**
"Parents' Handbook"
"Registration Form"
"Parent Questionnaire"

**PROCEDURES:**

1. Teacher welcomes parents, introduces himself/herself and director of preschool.
2. Director gives a brief talk on importance of parent involvement in the child's education.
3. Parents are asked to introduce themselves, mention the name and age of the child they intend to enroll in the program, and tell something about themselves.
4. Copies of "Parents' Handbook" are passed out. Teacher goes through each page with the parents, emphasizing the following:
    a. Page 1 – further explain the four aims of the program in regard to parent education.
    b. Page 2 – read entire page with parents. Show them the bulletin board, container for name tags and box with observation folders.
    c. Page 3 – read entire page with parents. Point out that child must sit on parent's lap during story time. Mention some of the free-choice activities that are planned for the first parent-toddler session.

## PARENT EDUCATION MEETING

## #1 (Continued)

d. Pages 4, 5, and 6 – give emphasis to section dealing with behavior problems and maintaining safety.

e. Page 7 – describe each job assignment in detail. Tell parents that art materials, lunch supplies, library books and playground equipment will be pointed out during tour of preschool. Announce names of parents assigned jobs for the first parent-toddler session.

f. Pages 9 to 11 – emphasize the importance of objectivity in making observations.

g. Pages 12–13 – reassure parents that "Open-Door Policy" will permit child to be with his or her parent if he or she desires.

h. Pages 14 and 15 – point out that many of the books listed can be found in the public library.

5. Break for coffee, tea and dessert.

6. Observation folders are passed out. Teacher discusses what kinds of activities the parents may observe, record and discuss during the first parent-toddler session.

7. Registration forms and parent questionnaires are passed out. Teacher asks parents to complete these forms at home and return them at first session.

8. Director and teacher give parents tour of preschool facilities. They point out where parents and children will enter, where the washrooms are located, where art materials and supplies are stored, and what equipment may not be used by the toddlers.

# OBSERVATION RECORD

## #1

Child's Name ______________________________ Date __________

Age ______ ______ ______________________________

Years Months Classes Previously Attended

You may wish to observe your child in the following general activities. After doing so, please write your comments in the right-hand column.

| Activities to Observe | Comments |
|---|---|
| Activities when he/she first arrives. | |
| Other activities during free-choice time. | |
| New experiences or first attempts. | |
| Reaction to activities (Likes, dislikes, interested, not interested, frustrated, bored, etc.) | |
| Length of time spent in activities. | |
| Interactions with other children, mother, other mothers, and teacher. | |
| Conversations with other children and adults. | |
| Behavior in class as compared with that at home. | |

# REGISTRATION FORM
#1

Date ____________

Parent's Name ______________________ Phone ____________

Address ________________________________________

Child's Name ____________________ Nickname ____________

Child's Birthday ___________ Age: _____years _____ months

Names and ages of brothers and sisters ________________

________________________________________

Do any additional relatives live in the home? __________

Does the child have any special health problem? _________

________________________________________

Does the child have any particular fears? ______________

________________________________________

Has the child had any previous group experience? ________

________________________________________

Has the parent had previous parent education classes? _____

________________________________________

Parent's hobbies and interests ____________________

________________________________________

Parent's job at present ______________________

Child's favorite activities ____________________

________________________________________

________________________________________

# PARENT QUESTIONNAIRE

#1

1. What would you like your child to gain from this program?

2. What do you as a parent hope to gain from this program?

3. The following are topics we may discuss during our parent education meetings. Please rate them according to your interest.

Ratings: (1) of great interest
(2) of moderate interest
(3) of little interest

| TOPIC: | RATING: |
|---|---|
| Characteristics of two-year-olds | ________ |
| Appropriate time for toilet training | ________ |
| Dealing with children's separation anxieties | ________ |
| Behavior problems and discipline | ________ |
| Home activities that help the preschooler learn | ________ |
| Educational toys to purchase for the home | ________ |
| Qualities of a good nursery school | ________ |
| Community programs for preschoolers | ________ |

4. Please list any additional topics you would like discussed in our parent education meetings.

# PARENT EDUCATION MEETING

## #2

| | |
|---|---|
| **SUBJECT:** | Your Child's First Time in Class |
| **WHEN HELD:** | First parent-toddler session |
| **REFERENCES FOR TEACHER:** | Child Behavior by Frances L. Ilg and Louise Bates Ames. New York: Harper & Row, Publishers, 1955. Chapter 11 — "Mother-Child Relationship"<br>Your Child Is a Person by Stella Chess, Alexander Thomas and Herbert Birch. New York: The Viking Press, 1965. Chapter 13 — "New Situations" |
| **MATERIALS:** | Job Assignment schedule for second session<br>Parent-child activities for second session<br>"Observation Record #1"<br>"Observation Record of Social Development" — one copy for each parent |
| **HANDOUTS:** | "Life With a Two-Year-Old"<br>"Play and Its Value" |

**PROCEDURES:**

1. Teacher collects registration forms and questionnaires from parents. He/she announces next week's job assignments and some of the activities planned for the children.

2. Parents and teacher discuss behavior observed today. Possible questions to ask parents:

   a. How did your child react to this new situation?

   b. How does he/she normally act in a new situation? Does he/she adapt quickly? Is he/she apt to be shy?

   c. What kinds of activities does he/she prefer?

   d. Did he/she try new activities or did he/she prefer doing familiar things?

   e. What was your child's relationship to to you in this new setting? Did he/she want you to help him/her or was he/she entirely independent?

## PARENT EDUCATION MEETING

#2 (Continued)

f. What was your child's reaction to the other adults and children in the program?

3. Parents and teacher discuss possible changes in the schedule and in activities planned for the children.

   Possible questions to ask parents:

   a. What did you think of the length of the activity periods? Were any of them too long? Did your child become bored or restless?

   b. What kinds of activities would you like to have us plan? Art projects? Playing outdoors? Small manipulative toys? Music and rhythms? Story time?

4. Copies of "Observation Record of Social Development" are distributed to parents and explained for next week's observation of children. Observation records are collected so they may be placed in the observation folders for the next session.

5. Handouts are passed out to parents and briefly reviewed. Parents are asked to read them for the next session and to bring them back with them.

6. Teacher sums up day's activities and discussion.

# OBSERVATION RECORD OF SOCIAL DEVELOPMENT

## #2

Child's Name ______________________________ Date __________

Age _____ Years _____ Months

______________________________ Classes Previously Attended

Following are examples of social behavior typical of many two-year-olds. Observe your child and comment on how his behavior correlates.

| Social Behavior | Comments |
|---|---|
| Often plays alone and unaware of others. | |
| Beginning to play alongside of other children engaged in same activity. | |
| Does not engage in much imaginative play. May, however, enjoy playing house. | |
| Regards other children as physical objects. May hug or push away. | |
| Often uses unacceptable methods for social contact, such as throwing sand or hitting. | |
| Often hoards toys. Little sharing with others. | |
| Does not readily take turns. | |

## LIFE WITH A TWO-YEAR-OLD

### #2

Some people call this stage the "terrible two's," because the growing awareness of self and asserting his own needs and wants makes the two-year-old a real separate person to deal with. The "cute" baby is disappearing, and an independent personality is appearing. For parents who want to be "boss" this becomes very trying. If there is only one word in his vocabulary beside "Mama" and "Daddy" it will be "no." The two-year-old can walk and run, and all his impulses tell him to use these skills. He doesn't like to be confined, and he does not recognize danger. Therefore, it is a physically tiring job to be a parent with a two-year-old.

A little advance planning each day to provide a safe, free area for exploration, running about and physical activity will help the adult get through the rest of the day because the child will feel that his needs are understood and met. Then, when the parent needs to make confinement and restriction necessary, it becomes apparent that they are accommodating to each other. "We had fun running up the street. Now while you stay here and play, I can cook dinner." This sets up a pattern for many years to come that "I do for you, and you do for me."

The two-year-old is ready for much verbal exchange and play. He loves songs, stories and conversation that is simple and related to his world. He still is not ready for long winded reasons why the parent wants or does not want him to do something. He still will respond more successfully to physical communication on important messages. To the extent that the parent can refrain from using the word "no," the child will be apt to be less negative. It is not necessary to always respond to the negative from the child. Do not ask a question, if you cannot accept a negative answer. Just move in. Instead of asking, "Do you want lunch?", announce that "It is lunchtime," and take his hand to lead him to the table.

Other children are very interesting to the two-year-old. He doesn't yet know how to play with others, but loves to play alongside of them. However, he is very possessive, and in his view everything in sight belongs to him. He cannot understand "share," and it is best not to require him to. If you have to take something from him, replace it with something else, saying, "This is yours." Tears and anger will not last long, if he has something he can turn his attention to.

The two-year-old is ready to play alone for short periods of time, if he is provided with challenging materials. He likes to manipulate things if they are not too complex. Large blocks, cars, balls, stacking toys, colorful objects are appropriate. He will look at pictures while you talk about them. He is attracted to things that move, because he is so full of movement himself. He is impatient because he has no sense of time, and cannot wait "a few minutes." Those few minutes are the same as a few hours to him.

The necessary routines each day will be more happily experienced if they are approached through play, conversation or story. At this stage, the child doesn't want to eat or sleep because it is good for him. It should be fun and a happy experience.

Things that help life with a two-year-old:

1. Provide time and place for running and large physical activity.
2. Verbal play make the routines more acceptable.
3. Possession is more important than sharing.

4. Don't ask questions if you don't want "no" for an answer.
5. Communicate important messages through physical activity (taking a hand, pick up, hold, run with).
6. Provide opportunity to play and socialize near other children.
7. Provide interesting and challenging materials for short periods of play alone.

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from Your Child's World Expanded by Lucille Gold. Dubuque, Iowa: Kendall Hunt Publishing Co., 1972. Reprinted with permission.

## PLAY AND ITS VALUE

## #2

Play is a very important experience for the young, growing child. He needs to have the freedom to try new activities and be encouraged to use his own creative ideas and talents. Through play the child has the chance to learn new skills, and he develops a better understanding of his own feelings. He has the chance to really "feel" what it is like when he "plays" being a mommy or daddy. He may be expressing a very real fear of his own when he shapes a tiger out of clay and tries to scare other children with it. By permitting the child to play freely in a setting of security and acceptance, adults help him to deal healthfully with his own concerns.

We need to realize that not all children "know" how to play. For some it is a difficult task and they need patience and understanding, as well as helpful suggestions. Often what may seem like a fight, or unnecessary roughness, may be a "play bid" - "I want to play with you, but I don't know how to get started." A helpful adult can step in and give concrete ideas for play - "Why don't you help John build a new house," or "Here is the girl next door who has come to visit. Can she come in your house?" Helping children "work out" their problems with each other, as well as letting them handle things on their own, is a very necessary part of getting along with people other than family.

It is important that the child has the chance to try a variety of things. In nursery schools areas are set up which encourage certain types of play. For example, with blocks he can build towns and cities; when playing with dolls he learns various family roles; when using art materials he has the chance to see what happens when he mixes certain paints together; and, of course, outside he can practice large muscle skills. All of these play experiences can be encouraged at home, too.

Play is the child's chance to practice living! Adults need to carefully guide children through the necessary stages of fantasy to an awareness of real life. We need not worry if a particular type of play lasts too long, of if it begins at a "wrong" age, or whether it is too early or too late. Each child is quite different and he may need to try different things at different times – not all children need to play the same way at the same time. A child should be praised for what he has done and encouraged to try the new.

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from Your Child's World by Dianne Widmeyer Eyer and Lucille Gold. Dubuque, Iowa: Kendall Hunt Publishing Co., 1972. Reprinted with permission.

## PARENT EDUCATION MEETING

## #3

**SUBJECT:** Social Development of a Two-Year-Old

**WHEN HELD:** Second parent-toddler session

**REFERENCES FOR TEACHER:**

Between Parent and Child by Haim G. Ginott. New York: Avon Books, 1969. Chapter VII - "Jealousy"

Understanding Children's Play by R. E. Hartley, L. K. Frank and R. M. Godenson. New York: Columbia University Press, 1952.

Child Behavior by Frances L. Ilg and Louise Bates Ames. New York: Harper & Row, Publishers, 1955. Chapter XIII - "Brothers and Sisters"

**MATERIALS:**

Job assignment schedule for third session

Parent-child activities for third session

"Observation Record of Social Development"

"Observation Record of Physical Development" - one copy for each parent.

**HANDOUTS:**

"Free and Inexpensive Materials"
"The Best Toys in Life Are Free"

**PROCEDURES:**

1. Teacher makes announcements about next week's job assignments and some of the activities planned for the children.
2. Teacher comments on observation reports completed by parents the previous week. He/she encourages them to continue making objective observations.

PARENT EDUCATION MEETING
#3 (Continued)

3. Parents and teacher discuss behavior observed today. Possible questions to ask parents:

   a. Did your child play alone most of the time or did he/she interact with others during the free-choice activities? Were there any verbal exchanges?

   b. Did you observe any antisocial behavior such as hitting or throwing? Was there any hoarding of toys? Were the children willing to take turns?

   c. Do you feel your child's social development is typical of a two-year-old?

   d. Did you see any significant changes in your child's behavior over last week?

4. Further questions teacher may wish to ask parents on children's play and social interactions:

   a. Have you found any helpful ways of directing your child's play at home?

   b. What is your child's relationship to his or her brothers and sisters? Do you have any suggestions on how to discourage sibling rivalry?

   c. How does your child interact with children in the neighborhood? Is his/her behavior similar to his conduct at school?

   d. Should parents step in when they see a conflict beginning between siblings or playmates?

PARENT EDUCATION MEETING
#3 (Continued)

5. Copies of "Observation Record of Physical Development" are passed out. Teacher briefly explains difference between large and small motor skills and encourages parents to observe these skills during the week and at the next session. Observation records are collected so they may be placed in the observation folders for the next session.

6. Handouts are passed out to parents. Teacher points out how materials and toys listed on handouts help develop large and small motor skills. She cautions the parents that the toys and materials listed in the brochures are for preschoolers and some discretion or supervision is necessary for the youngest children. Parents are asked to read handouts for next session and to bring them with them.

7. Teacher sums up day's activities and discussion.

## OBSERVATION RECORD OF PHYSICAL DEVELOPMENT
#3

Child's Name ______________________________ Date __________

Age ______ ______ Years Months

______________________________ Classes Previously Attended

Following are descriptions of large and small motor activities typical of many two-year-olds. Observe your child and comment on how his activities correlate.

| Large Muscle Coordination (arms and legs) | Comments |
|---|---|
| Runs well without falling but not very fast. | |
| Leans slightly forward when walking and running. | |
| Kicks and throws a ball. | |
| Uses wheel toys by pushing with feet. | |
| Uses outdoor play equipment in a limited way. | |
| Small Muscle Coordination (hands and fingers) | |
| Holds crayons with fist. | |
| Makes circular or vertical strokes with crayon or pencil. | |
| Applies paint and paste with brush on paper. | |
| Manipulates large blocks, cars, stacking toys, etc. | |

## FREE AND INEXPENSIVE MATERIALS

## #3

### Indoor Activities

Boxes of all kinds – egg cartons, milk cartons, cookie trays, vegetable cartons and trays, match boxes

Plastic bottles, boxes and jugs – bleach bottles, ice cream cartons, detergent bottles, cheese containers, margarine containers

Cardboard tubing from toilet paper, paper towels, wrapping paper

Broom handles, spools, bottle caps, lids, pipe cleaners, elastic bands

White glue, paste, transparent tape, masking tape, paper clips, staples, string, rope, wire, brass paper fasteners

Wall paper, swatches of rug and drapery materials, tiles, linoleum

Scrap metal and pipe, wheels

Gears from clocks; parts from radios, fans, cars, irons, toasters; handles, knobs, hinges and fittings of all kinds

Scrap wood, fruit crates, large cartons, barrels

Nuts, bolts, nails, washers, screws

Cloth – various textures and colors: silk, lace, organdy, net, nylon, wool, corduroy, velvet, burlap, felt, cotton, taffeta

Yarn, ribbon, rick-rack, fringing, decorative tape, lace edging, thread, embroidery floss

buttons, beads, sequins, buckles, snaps, zippers

Needles, pins, knitting needles

Old dresses, pants, shirts, blouses

Hats: men's, women's, cowboy, baseball, baker, bride's veil, crown, helmet

FREE AND INEXPENSIVE MATERIALS
#3 (Continued)

Shoes: ladies' heels, boots, slippers, men's shoes and sandals, etc.

Shawls, coats, capes, scarves

Beads, earrings, bracelets, pins, belts

Material to use as saris, turbans, trains, capes

Fans, glasses, gloves, handbags, wallets, aprons

## Outdoor Activities

Large cartons, fruit crates, barrels

Concrete blocks, bricks, large stones

Large spools from telephone wire (check telephone company)

Ladders, sewage pipes, ropes

Bicycle tire, automobile tires, saw horses, tree trunks, planks

Targets painted on boards or on the concrete

Wooden structure for a clubhouse

White coats for doctors, nurses, bakers, etc.

Hand mirror, compact, long mirror, clothes rack, coat hangers

Old televisions, radios, record players, irons, toasters

Old dolls, doll's clothes and furniture, stuffed toys

Telephone – perhaps from telephone company

Brooms, dust pans, brushes

Tub for washing clothes, soap powder

Fruit and vegetable crates, saw horses, baskets, grocery carts, shopping bags

## FREE AND INEXPENSIVE MATERIALS

#3 (Continued)

Play money or units for exchanging – pegs, golf tees, popsicle sticks, etc.

Tape measures, yard sticks, rulers, canes, unmarked wood, lengths of ribbon and string, straws, paper streamers, dowels

### Art Activities

Yarn, thread, ribbon, lace, stones, shells, bottle caps, broom straws, toothpicks, pipe cleaners, twigs

Materials – all varieties

Scrap paper – all varieties

Wood chips, feathers, sawdust, sand, macaroni, rice, excelsior, packing paper, beads, sequins, buttons, foam rubber, cork, scrap rubber

Seaweed, leaves, pine needles, seeds, wax, chalk, wire, string

Muffin tins, empty plastic squeeze bottles, jars with lids, tin cans

Sheets of plastic, newspaper, aprons, men's shirts

Sponges, string, rope, clothesline and pins for hanging papers

Straws, sticks, twigs, toothpicks to be used as brushes, paper towels

Tin cans, cardboard tubing, rolling pins, pencils, hair curlers, candles to be used as rollers in printing

Paper towels – folded to make print pads

Objects for printing: forks, spoons, potato mashers, buttons, corks, jar lids, blocks, clay, corrugated board, vegetables, rubber bands, paper clips, string, and material

Plastic bags and covered tins for storage

Plastic material

## FREE AND INEXPENSIVE MATERIALS

### #3 (Continued)

Tools for modeling - pencils, feather, twigs, forks, knives, spoons, rolling pins, pebbles, shells, leaves, toothpicks

Scrap wood and cardboard

String, wire, nails

Toothpicks, pipe cleaners, straws

Sticks

Cardboard, tin foil

Assorted paper

White glue

---

from Child Care and Development Occupations, Competency Based Teaching Modules by Irene B. Rose and Mary Elizabeth White.

## THE BEST TOYS IN LIFE ARE FREE

### #3

A is for Acoustic Tile – with colored golf tees for a peg board.

B is for Band-Aids – the all-time hit "toy," with innumerable uses.

C is for Clothespins – the plain old-fashioned kind without strings and splinter-free.

D is for Dough – half flour, half salt, with enough water kneaded in to make a dough the children can roll and cut, decorate and "bake."

E is for Egg beater – the light weight, dime-store kind – plus a bowl of water and soap flakes to make noise and bubbles.

F is for Findings – buttons, beads, rick-rack, bias tape, feathers, glitter, anything and everything from your sewing basket – to string, sort, arrange or paste onto collage creations.

G is for Glassine, or any of that cellophane-like paper that crumples so noisily, uncrumples itself so easily, and fits into craft work so handsomely.

H is for Hats – discarded chapeaux for men or women, for dress-up or decorating.

I is for Inner Tubes – three or four laid flat on the lawn or the playroom floor (rooms, ponds, continents for seven league boots to step into, "baskets" for a game of bean-bag pitch, boats and so on) – or just one to roll and tug and stretch.

J is for Jello – Children can "cook" as soon as they can stand on a stool set up to the kitchen counter. Limit your own interference to providing accurately measured ingredients.

K is for Keys – the mystery set left from the house you used to live in or the car you used to drive – for the preschooler to try on all the doors and the "sheriff" to hang on his holster belt.

## THE BEST TOYS IN LIFE ARE FREE

### #3 (Continued)

L is for Ladder – a small aluminum stepladder the youngest can carry around with him, to make his inevitable climbing a little safer and somewhat more "socially acceptable," or a long rung ladder for all the children to play on in the yard: make it into a ramp, the board for a seesaw, or fix it horizontally at the right height for a jungle gym.

M is for Macaroni – the shells, stars, wagon-wheels, bowties, alphabets and other fascinating shapes – fun to paint with brush or dye in bowl of vegetable coloring, then paste onto cardboard in a collage project.

N is for Nutshells – walnut halves, especially, for they make an ideal tub fleet whether you or the children provide the toothpick masts and paper sails.

O is for Orange Crate – which soon become a doll house, a two-seated boat or plane, a dog-house or zoo – sand or plane it smooth.

P is for Plastic – bottles, freezer containers, wastebaskets, any of the polyethylene (non-breakable) containers presented empty but soon filled by the child with water, sand, possessions. Squeeze bottles have a special fascination for babies, who like the sound they make when squeezed, on up to school children, who play store.

Q is for Quilt – an old one, supplied along with a card table or a big clothes basket, to make a hiding place.

R is for Rubber Stamps – endlessly interesting and totally stainless if offered with a blotter soaked in vegetable coloring.

S is for Spools – saved up from the sewing basket or reels from used-up typewriter ribbons. Children will paint and decorate, string and hammer, build with thread spools. Typewriter spools make good wheels for milk-carton trains.

T is for Tools – real grown-up ones. A good hammer, a pair of pliers, a blunt-pointed screw driver, a light wrench and, later on, a small saw can be the making of a young carpenter's rainy day indoors. Make a rope belt to hold the tools around his waist and he's a lineman. Garden tools, too, especially various trowels, are good sand and dirt toys.

## THE BEST TOYS IN LIFE ARE FREE

### #3 (Continued)

U is for Utensils – from the kitchen, measuring spoons and cups of metal, mixing bowls of plastic, wooden spoons, molds, cookie cutters and the proverbial pans and lids to make music with.

V is for Vests – always left over from suits, for "dress-up."

W is for Wallpaper – samples, to cover boxes with, cut up and paste, or paper dollhouses with.

X is for Xmas cards – saved from last year and brought out at rare intervals when you want the children to be quiet. Apparently fascinating to arrange, stand up in rows, color, cut and sort.

Y is for Yours – anything that is, is coveted by your offspring. The check book (get a spare), the stapler (watch babies and puppies if this falls into the hands of an inexpert stapler), the paper clips (what a chain they will make), the make-up and manicure supplies and of course all the sporting goods from tackle box to duck decoy. By removing certain parts of these – you can render these safe as playthings for all but very young children.

Z is for empty ZBT baby powder can – put a marble in it – it makes a good rattle. Cut large end off with a smooth can-opener and it's a telescope. Attach a long string to two cans and you have a fine telephone.

---

by Mary Scott Welch - Source Unknown.

## PARENT EDUCATION MEETING
## #4

SUBJECT: Physical Development of a Two-Year-Old

WHEN HELD: Third parent-toddler session

REFERENCES FOR TEACHER: How to Parent by Fitzhugh Dodson. New York: Signet Books, 1971. "Toys Are the Textbook of Toddlerhood," pp. 80-85.

Between Parent and Child by Haim G. Ginott. New York: Avon Books, 1969. Chapter IX – "Sex Education"

Child Behavior by Frances L. Ilg and Louise Bates Ames. New York: Harper & Row, Publishers, 1955. Chapter VI – "Elimination"

MATERIALS: Job assignment schedule for fourth session

Parent-child activities for fourth session

"Observation Record of Physical Development"

"Observation Record of Emotional Development" – one copy for each parent

HANDOUTS: "What to Expect from the Preschool Child"
"Stages of Growth in the Expression of Anger and Hostility"

PROCEDURES:

1. Teacher makes announcements about next week's job assignments and some of the activities planned for the children.
2. Discussion by parents and teacher of behavior observed today.

   Possible questions to ask parents:

   a. How does your child's physical development compare with the characteristics listed on today's observation record?

## PARENT EDUCATION MEETING
## #4 (Continued)

Possible questions to ask parents (Continued):

b. Have you found most two-year-olds to be "clumsy?" Have you observed any physical characteristics of toddlers which contribute to this factor?

3. Additional questions teacher may wish to ask parents relating to physical development of two-year-olds:

    a. Does your child have any difficulty applying glue and handling collage materials?

    b. Some parents feel that art projects like painting and clay modeling are too messy to do at home. What kinds of activities have you found to be helpful in developing your child's hand and finger coordination?

    c. Does your toddler show interest in working with manipulative toys such as puzzles, stacking toys, shape sorters and Legos?

    d. Children at this age become curious about their bodies. Has your child begun asking questions on where he/she came from? What is your approach to answering a child's questions about sex? (Teacher may suggest that at the next meeting parents share books they have on sex education for children.)

    e. A toddler's body is developing sufficiently so that he can learn control over his bowels and bladder. For those who have been successful in toilet training their toddler, what helpful hints can you share with us?

PARENT EDUCATION MEETING
#4 (Continued)

4. Copies of "Observation Record of Emotional Development" are passed out to the parents and explained for next weeks' observation of children. Observation records are collected so they may be placed in observation folders for the next session.

5. Handouts are passed out to parents and briefly reviewed. Parents are asked to read them and to bring them back next week.

6. Teacher sums up day's activities and discussion.

## OBSERVATION RECORD OF EMOTIONAL DEVELOPMENT

## #4

Child's Name ______________________________ Date ___________

Age _____ _____ Years Months

______________________________ Classes Previously Attended

Following are samples of emotional behavior typical of many two-year-olds. Observe your child and comment on how your child's behavior correlates.

| Emotional Behavior | Comments |
|---|---|
| Happy with personal accomplishments. | |
| Has frequent outbursts of temper. May be due to frustration in not being able to accomplish desired tasks. | |
| Likes routine and rituals. | |
| Often is domineering and demanding. Wants to give orders and make decisions. | |
| Has difficulty in adapting, giving in, or waiting. Wants things when he wants them. | |
| May have difficulty in handling separation from parents. | |
| Beginning to develop some self-help habits (toilet training and dressing self.) | |

# WHAT TO EXPECT FROM THE PRESCHOOL CHILD

## #4

### These are "Normal" Children!!

Much of the preschool child's behavior that is annoying to adults is normal for young children, and is part of their learning process and growth. Parents can save themselves much worry and trouble, if they know what to expect from them at different stages of development.

A study of 555 children of nursery school age showed that these 2, 3, and 4 year olds tended to behave in the following way:

Most 2, 3, and 4 year olds:

- Pay no attention to what they are asked to do.
- Say "no;" refuse to do what is expected or asked.
- Are pokey, waste time eating, dressing, and washing.
- Leave tasks undone, start but don't finish.
- Wriggle around, can't sit still.
- Laugh, squeal, jump around much of the time.
- Refuse to share things with children.
- Grab toys, shove, hit, attack others.
- Ask unnecessary help.
- Cry easily, sulk.
- Pick nose, play with fingers.
- Stick close to adults.
- Seek attention by showing off, look for praise.
- Go to adults with criticisms of others.
- Boss others.
- Stay awake at nap time, don't want to rest.
- Refuse food.

## WHAT TO EXPECT FROM THE PRESCHOOL CHILD

#4 (Continued)

Speak indistinctly.

Are hard to reason with.

One-third to one-half:

Grumble, whine.

Chew objects, twist hair, suck thumb, lisp.

Are shy, fear strangers.

Tell fanciful stories as real or untrue.

Won't play with others.

Are jealous.

More than one-fourth:

Bite nails, twitch, handle genitals.

Break toys, tear books, mark walls or furniture.

Have temper tantrums.

Wet self during the day.

Fear animals and loud noises.

Secretly take things that belong to others.

Of course NONE of the 555 children did any of these things ALL the TIME. But ALL of the children did some of these things SOME of the time. Large percentages did some of them almost daily.

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Auther Unknown

## STAGES OF GROWTH IN THE EXPRESSION OF ANGER AND HOSTILITY

### #4

| Child's Action | Parents' Reaction |
|---|---|
| **Infancy**<br>**0-18 months** | |
| Screaming and crying | Reassuring child with soothing tone of voice |
| Striking out at random | Protecting child and self against destructive acts |
| Throwing objects | Diverting child to acceptable activity |
| Self destructive acts | |
| **Toddler Stage**<br>**18 months–2½ years** | |
| Screaming and crying | Stating acceptance of child's feelings |
| Striking directly against frustrating agent | Expressing disapproval of his actions |
| Throwing objects | Protecting self, others, child and property |
| Using language as a weapon | Diverting his attention by substitute satisfactions |
| | Allowing free verbal expression |
| **Pre-School Stage**<br>**2½–5 years** | |
| Angry crying | Stating acceptance of feelings |
| Striking directly against frustrating agent | Expressing disapproval of action |
| Throwing objects | Helping him identify target of his anger |
| Using language as a weapon | Curbing violent physical acts of direct aggression |
| | In later stage beginning to curb more violent verbal expressions of anger |
| | Helping child find acceptable channels for release of anger |

## STAGES OF GROWTH IN THE EXPRESSION OF ANGER AND HOSTILITY

#4 (Continued)

| Child's Action | Parents' Reaction |
|---|---|
| Early School Years | |
| Using language to express anger | Granting the child the right to his angry feelings |
| Assaulting directly target of anger or substitute | Helping him identify the target of his anger and accept it |
| Indirect assault in the form of sulking, teasing, brooding | Curbing the direct verbal expression of anger while granting his right to angry thoughts |
| | Helping him find acceptable outlets for his anger |

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from: Your Child's World by Dianne Widmeyer Eger and Lucille Gold. Dubuque, Iowa: Kendall Hunt Publishing Co., 1972. Reprinted with permission.

# PARENT EDUCATION MEETING
# #5

**SUBJECT:** Emotional Development of Two-Year-Olds

**WHEN HELD:** Fourth parent-toddler session

**REFERENCES FOR TEACHER:** How to Parent by Fitzhugh Dodson. New York: Signet Books, 1971. "Separation from Mother" – pages 167-170: "Learning to Express Feelings" – pages 171-172.

Child Behavior by Frances L. Ilg and Louise Bates Ames. New York: Harper & Row Publishers, 1955.
Chapter IV – "Eating"
Chapter I – "Sleeping and Dreaming"
Chapter VII– "Tensional Outlets"

**MATERIALS:** Job assignment schedule for fifth session

Parent-child activities for fifth session

"Observation Record of Emotional Development"

"Observation Record of Intellectual and Language Development" – one copy for each parent.

**HANDOUTS:** "How Children Learn"
"Levels of Language Development"

**PROCEDURES:**

1. Teacher makes announcements about next week's job assignments and activities planned for the children.

2. Discussion by parents and teacher of toddlers' emotional development. Possible questions to ask parents:

## PARENT EDUCATION MEETING
## #5 (Continued)

a. Do you find that your child often gets frustrated when he/she cannot accomplish a desired task? How does he/she act out his frustrations?

b. Do you have any suggestions on how to deal with toddlers when they are impatient or demanding?

c. Is your child more emotionally mature in the school setting than at home? Is he/she more apt to become upset and act out his frustrations at school?

d. This is an age when many children feel threatened when separated from their parents. How can parents deal with this problem? How should one handle a child who wants to sleep with his parents?

e. What is the best way to deal with a toddler when he/she tries to express his/her independence by refusing to eat or cooperate with toilet training?

3. Teacher and parents share books they have brought on sex education for young children. Discussion may follow on the importance of developing a positive attitude about one's body during toddlerhood.

4. Copies of "Observation Record of Intellectual and Language Developemnt" are distributed to parents and contents explained for next week's observation of children. Observation records are collected so they may be placed in the observation folders for the next session.

5. Handouts are passed out and briefly reviewed.

PARENT EDUCATION MEETING
#5 (Continued)

Parents are asked to read them and bring them back for next week's meeting.

6. Teacher sums up day's activities and discussion.

# OBSERVATION RECORD OF INTELLECTUAL AND LANGUAGE DEVELOPMENT

#5

Child's Name ______________________________ Date ____________

Age _____ _____
Years Months

______________________________
Classes Previously Attended

Following are characteristics of intellectual and language development typical of many two-year-olds. Observe your child and comment on how his development correlates.

| Intellectual Development | Comments |
|---|---|
| Is alert to his environment. | |
| Is curious about exploring all aspects of his environment. | |
| Can identify parts of the body such as eyes, hair, ears, etc. | |
| Enjoys listening to stories and looking at picture books. | |
| Is intrigued by finger plays and simple rhythms. | |
| **Language Development** | |
| Refers to self by name. | |
| Uses two-, three-, or more-word sentences. | |
| Is rapidly increasing vocabulary. | |
| Carries on a running monologue during his activities. | |
| Uses personal pronouns, "I," "me" and "you." | |

# HOW CHILDREN LEARN

## #5

WE HEAR AND WE FORGET
WE SEE AND WE REMEMBER
WE DO AND WE UNDERSTAND

Young children learn through their –

**Senses:**

They see, hear, taste, feel, smell. By using all their five senses they learn about the objects and people around them.

**Muscles:**

It is a time to learn about their bodies and how it operates in space.

**Curiosity:**

When curiosity is given freedom to operate and leads to satisfying experiences, children enjoy learning.

**Language:**

Goes hand in hand with curiosity. As children discover things for themselves, they want to name them, talk about them, ask questions and tell others, either through spoken or body language, how they feel and what they think.

**Organizing Ability:**

Children sort out impressions and organize their experiences into patterns to be used repeatedly in daily life to form continually new learnings.

Children learn in the following ways –

**Exploration:**

To poke, peer, push and pull at things around them. To ask, "Why," to take apart and put together. To try, fail and try again. They learn that mistakes are a natural part of learning and they learn to gain pleasure by accomplishment.

# HOW CHILDREN LEARN

## #5 (Continued)

Repetition:

By doing an activity over and over again children develop new dimensions in learning as well as reinforcing past learning.

Imitation:

Young children learn by copying what adults and other children do. When children have a warm relationship with another person, the desire to imitate is very strong.

Participation:

Moving, dancing, singing, creative art activities are the building blocks of learning. Children learn by doing.

Communication:

With other children and adults gives children the pleasure and attention they need to make new efforts towards continued growth.

Children need to develop –

Trust:

Satisfying early experiences first at home, then at school, gives children the feeling that people understand them, like them and care for them as individuals.

Independence:

After trust comes a child's confidence to try the new, assert himself and make choices.

Competence:

Skills are built on previous experiences that have had a high rate of successes. Children are motivated by a sense of accomplishment and their own natural curiosity.

## HOW CHILDREN LEARN
### #5 (Continued)

Early childhood — the critical years for developing attitudes of self-worth are best enhanced by a learning environment that offers such opportunities for children in the home as well as in the school. Each child needs to progress at his own pace and style of learning through various stages. Encourage, but do not pressure, learning. Respect childhood and know that certain achievements must be met before a child will be ready to move ahead. Because all aspects of growth are interrelated, consider his intellectual, physical, emotional and social development. Consider the WHOLE CHILD.

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Author Unknown

## LEVELS OF LANGUAGE DEVELOPMENT

## #5

The Two-Year-Old:

1. The average two-year-old in nursery school understands what is said to him and can answer simple questions.
2. He is using less and less of jargon and is beginning to employ three and four word sentences — "Tommy do it" "Mommy come home now."
3. Studies set vocabulary at 270 although Gesell indicates a range from 12 to 1,000 words.
4. He uses a large proportion of nouns, few pronouns other than those which refer to himself, and very few prepositions and conjunctions "There" rather than "Behind the door."
5. He has difficulty with some sounds — omits or substitutes other sounds. "Ank OO" is common for "Thank you."
6. He carries on a running monologue which accompanies his activities, but rarely talks to people except to ask simple questions, "What's that?" or to respond to questions or to approve or protest what is being done.
7. He is beginning to be interested in pictures, rhymes and stories.
8. He likes to have a story repeated over and over and tolerates no variation in the telling.
9. He enjoys stories which deal with his own experience and things in his own environment which he can understand.

## LEVELS OF LANGUAGE DEVELOPMENT
#5 (Continued)

10. He enjoys repeating words and sounds regardless of their meaning.
11. Finger plays and simple rhymes intrigue him.

The Three-Year-Old:

1. Articulation is fairly clear.
2. Vocabulary is now 900 words or more.
3. Sentences are longer and more complex.
4. He is using more pronouns and prepositions and his sentences are more mature.
5. His fund of information is growing rapidly.
6. His perception of size, number and spatial relationship is growing.
7. He is becoming interested in dramatic play – plays house, store, doctor – often with little regard for accuracy of timing or details.
8. He likes stories that are more advanced than the simple stories of the two-year-old but here-and-now stories are still enjoyed if they involve a slight plot or pattern of action.

The Four-Year-Old:

1. Vocabulary has expanded to about 1500 words and is increasing rapidly.
2. He talks a great deal, exaggerates, boasts, and tells highly fanciful tales.
3. He likes new and different words, silly language and rhyming.

## LEVELS OF LANGUAGE DEVELOPMENT

### #5 (Continued)

4. Sentences have grown in length and complexity.
5. He uses all the language patterns of ordinary adult conversation, but he misuses words and makes grammatical errors.
6. His interest in stories and poems is now very keen and he likes to be a member of a group of listeners.
7. He enjoys looking at picture books.

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from Language Arts in the Elementary School by Ruth Strickland. Lexington, Massachusetts: D.C. Heath and Company, 1969. Reproduced by permission of the publisher.

## PARENT EDUCATION MEETING
## #6

**SUBJECT:** Intellectual and Language Development in Two-Year-Olds

**WHEN HELD:** Fifth parent-toddler session

**REFERENCES FOR TEACHER:** Your Child's Intellect by T. H. Bell. Salt Lake City, Utah: Olympus Publishing Co., 1972.

How Children Learn by John Holt. New York: Dell Publishing Co., 1967.

**MATERIALS:** Job assignment schedule for sixth session

Parent-child activities for sixth session

"Observation Record of Intellectual and Language Development"

Observation Record #6 – one copy for each parent

**HANDOUTS:** "Why Preschoolers Love to Learn"
"Is That a Bug?"

**PROCEDURES:**

1. Teacher makes announcements about next week's job assignments and some of the activities planned for the children.

2. Teacher announces plan for a parent education meeting to be scheduled on a weekday evening following the last parent-toddler session. She reminds parents that the subject of the meeting will be "Coping with Behavior," and encourages them to bring their spouses. Parents and teacher decide on a date for the meeting.

## PARENT EDUCATION MEETING
## #6 (Continued)

3. Discussion by parents and teacher of toddlers' intellectual and language development. Possible questions to ask parents:

   a. Is your child talking more in school than he/she did five weeks ago when he/she began the program?

   b. Children at this age are increasing their vocabulary rapidly. Sometimes they have difficulty with pronunciation. Often they will omit sounds or substitute other sounds in words. Should parents continually correct the errors their toddler makes in pronunciation?

   c. Studies have shown that the older child in a family generally speaks better and at an earlier age than younger siblings. This is due to the fact that when the older child is learning to speak, he/she only has adults in his environment to imitate and often his/her parents have time to give him/her extra attention. What do you think a parent can do for a younger child in the family to help him/her develop his oral language?

   d. Reading teachers have found that children who can express themselves will generally have less difficulty in learning to read. It is important, therefore, that if parents choose to send their child to nursery school, one that will encourage the development of oral language should be selected. What kinds of nursery school activities do you think encourage a child to communicate? Very structured activities or free-choice ones? Prescribed games or creative play?

PARENT EDUCATION MEETING
#6 (Continued)

e. Do you feel that nursery school attendance is necessary for your child so that he/she gets a good start educationally?

4. Copies of "Observation Record #6" are passed out to parents and explained for next week's observation of children. Observation records are collected so they may be placed in the observation folders for the next session.

5. Handouts are passed out to parents and briefly reviewed. Each parent is asked to read them for next week and to bring them back along with a toy or an idea which he or she has found helpful in teaching his or her child.

6. Teacher sums up day's activities and discussion.

# OBSERVATION RECORD

# #6

Child's Name ______________________ Date __________

Age _____ _____ ______________________
Years Months Classes Previously Attended

1. Observe your child in each of the following activity periods. Comment on his behavior.

   Free Choice Time –

   Story Time –

   Lunch –

   Musical Activities –

2. Do you see any significant changes in your child's behavior since he first began class?

## WHY PRESCHOOLERS LOVE TO LEARN

## #6

One minute he beeps like an automobile horn, the next he draws a few lines and calls it an igloo. Then he wanders outdoors, picks a dandelion, and struggles to name it. A young child's mind never stops working; he learns from everything he does. All his everyday experiences are chances for him to learn – chances which he takes advantage of because learning is what he wants to do.

Last spring Tommy's mother went with him to buy a packet of seeds to plant in the window box. He loved the golden look of the marigolds so he chose them, and following his mother's directions he planted the seeds and watered the earth. As the days went by, he watered the earth some more and watched for the first shoots to come up. Sure enough, just about when the seed packet said they would the plants bloomed. It's a thrill for an adult to plant a seed and watch it sprout. How much more exciting it is for a four-year-old.

A mother who takes an interest in her youngster's natural delight about the things he can do and make and who shows him how to follow through on an enthusiasm, is teaching her child in an immediate, practical way and encouraging him to want to learn more. Of course, since there doesn't seem to be any limit to the curiosity of young children, it makes sense to put harmful things out of reach and then give an exploring youngster the freedom to satisfy his curiosity.

Very young children – babies and toddlers – learn a great deal, wordlessly, through the senses – sight, touch, smell, taste, and hearing. As they get older much of their learning comes through copying adults and following directions. But they still need to find out many things for themselves, through observation and experimentation. They need to feel mud ooze, sand sift, clay mold and dough stick, to play with toys, blocks, and puzzles of various sizes and shapes. And not only toys, but all kinds of household items, make good playthings from which youngsters learn – cardboard boxes, buttons, yarn, sponges. Outdoors there are countless things to play with – leaves, stones, seed pods.

A three-year-old comes running to her mother holding a wriggling earthworm and announces happily, "Look what I found, I'm going to make him a pet." Her pleasure in the aliveness of this small creature makes one realize that the world of nature is a friendly one to children, and a magnificent source for teaching them many things. You can talk with your child about weather – how it affects what we eat, do and wear, and how weather brings changes in plant and animal world. Shells found on a beach, puddles drying in the sun, insects buzzing around the light – so many natural objects and events make good subjects for fascinating talks.

Girls and boys alike want to know about science – what heat is and how it is generated, about cold, sound, time, water, land, and space. Young children make real, independent scientific discoveries. The child working with blocks is learning about balance. The youngster sending sticks, a ball and a car down a slide is making discoveries about gravity and momentum. The child walking around his room testing his magnet on every reachable object will learn that iron must be present for magnetic attraction to occur.

## WHY PRESCHOOLERS LOVE TO LEARN

### #6 (Continued)

Unassisted, a child discovers the symmetry of a spider web; that a stone dropped in water makes a pattern of widening circles; that some balloons quickly float up out of sight if you let go of the string. Depending on how a parent reacts to discoveries like these, the youngster may either be stimulated to find out more or his interest may be dampened. A mother can help her child put his feelings and impressions into words. She can show her pleasure at his alertness and interest, and above all, she can help him look for further questions and answers.

This doesn't mean drowning youngster's interest with an overabundance of detail in response to his questions. A child's questions should be answered thoughtfully to the extent that he can grasp the subject. If he asks about the clouds caused by different conditions in the air – that the light feathery clouds he's looking at aren't rain clouds like the big dark heavy-looking ones. Later you can tell him more and show him pictures of cloud formations. Don't, however, swamp him with a home course in meteorology. Just touch on what he can take in, and give him time to respond and to ask questions.

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by Ruth Lambie - Source Unknown

# IS THAT A BUG?

## #6

"What is those things in the tree, Mommy?" (I don't know, Honey. Hurry up.) "Is that a bug?" (I can't look now. We don't have time.)

How many times I pushed aside questions when my daughter and I began to take walks together! I thought it was "educational" for us to walk to the corner mailbox, to the drugstore in the nearby shopping center, to the market on the next block. Since we always had a goal for our walks, I tried to keep my pokey two-year-old moving. I explained how the mailbox works and what happens to the letters we drop inside; I pointed out the milkshake machine and the coffeemaker in the drugstore; and we talked about what was inside the boxes and packages we bought at the grocer's.

What folly! I was so busy fulfilling the parental role of early childhood teacher but in spite of my sharing of information, I was missing one of the main attractions of every outing. And months passed before I realized what I was doing.

One day with a bag of groceries in my arms and no room for a tired child, I suggested that the two of us sit down to rest before walking home.

"You talk to me, Mommy," Alexandra said.

I agreed and glanced around for something to talk about.

"Do you know what we're sitting on?" I asked. "It's called a stump. A stump is what's left after a tree is cut down. Look, you can see bark on the sides of the stump. The outside part of the stump looks like other trees, doesn't it?"

I explained that the roots of the tree were there down in the ground under the stump. I pointed out a big tree a few feet away and told her that if it were cut down, we would see the same kind of lines that were there on the top of our stump.

For the rest of the walk home, we looked at trees. Alexandra forgot to be tired as we discovered that different trees have different leaves and different kinds of bark. We found more stumps and stopped to decide which ones had belonged to big trees and which to little trees. As we walked, I repeated and explained all the things I had said as we sat on that first tree stump. Just before we reached home, we found a stump with 10 or 12 inches of new growth sprouting from its base.

"See," I said, "the roots of the tree are still there in the ground. If it is left long enough, maybe a new tree will grow."

From that day on, just stepping outside our door was the signal for Alexandra to begin asking questions about nature. We talked about the difference between trees and bushes. We looked for flowers, nuts, berries and seeds. We found insects that fly, others that walk and still others that crawl.

I'll never be an authority on botany or zoology. But my toddler was starting at the very beginning, and I found I knew more than I thought I did. Most of us do.

## IS THAT A BUG?

### #6 (Continued)

"Some insects sting, but most of them don't." "Do you know where honey comes from? Bees! They take the sweet 'juice' from flowers and make honey with it." "Do you see that? That's where ants live. Their house is called an ant hill."

The most trivial things were all new and wonderful to Alexandra. She was learning that exciting activity was going on all around her, even down among the roots of the grass.

For my part, I was also learning. I was learning that you can sometimes do more by rushing less.

Walking, waiting, filling in time often used to seem tiring, even a little boring. I guess I used to feel that there was a time and a place for everything, and that's true, of course, to a degree. But now I no longer wait for the set up occasion to communicate with Alexandra. I've stopped contriving "educational" opportunities. I have discovered that I have the whole world to share with my little girl. And in so discovering, the whole world – with its variety of lives – looks fresh to me, too.

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by Jacqueline Vivelo - Source Unknown

## PARENT EDUCATION MEETING

### #7

SUBJECT: A Home Environment that Encourages Preschoolers to Learn

WHEN HELD: Sixth parent-toddler session

REFERENCES FOR TEACHER: How to Raise a Brighter Child by Joan Beck. New York" Pocket Books, 1975.

What to Do When There's Nothing to Do by Elizabeth Gregg. New York: Delacourt Press, 1968.

MATERIALS: Parent education meeting announcement

"Parents' Comments on the Program" — one copy for each parent

Pencils

HANDOUTS: None

PROCEDURES:

1. The announcement of the evening parent education meeting scheduled for the following week is passed around. The teacher asks the parents to sign the paper if they plan to attend.

2. Teacher asks parents to fill in "Parents' Comments on the Program." He/she collects them when completed.

3. Parents and teacher discuss behavior observed today. Possible questions to ask parents:

   a. What type of activities does your child enjoy the most? Are there any activities which he/she consistently avoids? If so, why do you think he/she avoids them?

   b. Has your child's attention span lengthened for the story time and musical activities since his/her first time in class?

## PARENT EDUCATION MEETING

### #7 (Continued)

c. Do you see any significant change in your child's behavior since he/she began class six weeks ago?

4. Parents share toys and ideas for activities which they have found helpful in teaching their children.

5. Teacher informs parents about programs for preschoolers offered by the local YMCA and park and recreation departments. Parents are asked to share any information they have on organized activities for toddlers in the community.

6. Parents are reminded to take home their observation folders and name tags.

7. Teacher sums up day's activities and discussion. She thanks parents for their interest and cooperation during the parent-toddler sessions.

# PARENT EDUCATION MEETING
## #7

Our next parent education meeting will be held on __________ __________________________ at ___________ P.M. Topic of discussion will be _______________________________________________.

The meeting will be held at __________________________________.

Attendance is optional.

Please sign below if you are interested in attending this evening meeting.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

## PARENTS' COMMENTS ON THE PROGRAM

#7

1. Comment on your reaction to:
   a. Observing your child and completing observation reports.

   b. Activities planned for the children.

   c. Parent education meetings.

2. What do you feel were the strengths of the program?

3. What suggestions do you have for changes in the program?

## PARENT EDUCATION MEETING

## #8

**SUBJECT:** Coping with Problem Behavior

**WHEN HELD:** Weekday evening the week following the last parent-toddler session

**REFERENCES FOR TEACHER:** Dare to Discipline by James Dolison. Wheaton, Illinois: Tyndale House Publishers, 1975.

Between Parent and Child by Haim G. Ginott. New York: Avon Books, 1969. Chapter V — "Discipline: Permissiveness and Limits"

Some Special Problems of Children by Nina Ridenaur and Isabel Johnson. New York: Child Study Association of America, 1966.

**MATERIALS:** Coffee, tea and dessert

**HANDOUTS:** "Techniques of Handling Little Children"

"Methods Recommended for Common Problems of Children"

"Appropriate Vocabulary for Guidance of Young Children"

"Fifty-two Ways to Say 'Good for You'"

**PROCEDURES:**

1. Teacher welcomes parents and asks new parents to introduce themselves.

2. Teacher gives a short prepared talk during which the parents are free to interrupt for questions and discussion. Talk may include the following information:

   a. A child's personality is pretty well developed by the age of five. Parents cannot delegate the responsibility of developing their child's character. During the age known as the "terrible two's," parents are faced with many disciplinary problems. How they handle them will set a pattern for interaction with their child in future years.

PARENT EDUCATION MEETING

#8 (Continued)

b. Parents should make themselves aware of what is typical behavior for the various ages and stages of children. When a situation arises, they will be able to recognize what is normal and what is abnormal behavior. Two-year-olds are in an age of disequilibrium. They tend to:

  (1) Be rigid and inflexible – they want what they want when they want it. They cannot adapt, give in or wait. They are often negative, stubborn and possessive.

  (2) Be domineering and demanding: aggressive and selfish. They must give orders and make decisions.

  (3) Express violent emotions – act in opposite extremes. They have no ability to choose between alternatives since they cannot adhere to a decision any length of time. They are creatures of impulse. They have strong drives but have little inner control.

c. The following are techniques for parents in handling this type of behavior:

  (1) Streamline all routines.

  (2) Avoid giving choices or asking questions that can be answered "no." Adults should make decisions.

  (3) Avoid situations where the child takes over.

  (4) Use endless techniques to get around rigidities, rituals, and stubbornness.

  (5) Humor and distract rather than discipline.

  (6) Adapt the home environment by putting high bolts on doors and removing breakables.

PARENT EDUCATION MEETING

#8 (Continued)

(7) Help develop the child's sense of security by letting him/her know his/her boundaries.

(8) Be patient and sympathetic. The child is frustrated by his/her drive to do more than he/she is able.

3. Parents and teacher break for coffee, tea and dessert.

4. Floor is open for discussion. Possible questions teacher may wish to ask parents are:

   a. How strict should parents be with their children? Americans tend to be easy-going with their youngsters and strict with their teenagers. Europeans take the opposite approach. What do you think is the better method?

   b. When a child misbehaves he/she is trying to gain attention. The worst thing parents can do is to ignore him/her. Children can be given attention in two ways – by hitting them or giving them love. Which method do you think is the better to use in disciplining a child?

   c. Are parents stricter with their oldest child? Are they stricter with boys than girls?

   d. Is consistency in discipline necessary? What if parents do not agree on how to discipline?

   e. Should we try to keep our children busy or entertained at all times so that they stay out of "trouble?"

PARENT EDUCATION MEETING
#8 (Continued)

5. Handouts are distributed to parents and briefly reviewed. If time permits, they can be discussed in more detail.

6. Teacher sums up the evening's discussion and thanks the parents for their interest.

# TECHNIQUES OF HANDLING LITTLE CHILDREN

## #8

1. Child's tempo is slower. Give him time to obey and respond. Do not propel him by head or shoulders, only by hand, if willing.

2. When talking to child, stoop. Be on his level.

3. Give directions clearly and simply. Have in mind what you wish him to accomplish.

4. Do not ask a double question, i.e., Do you want help or can you do it?

5. Where choice is involved, have positive tone in your voice, "As soon as you have had one more turn, you may come right in."

6. Where choice is involved show by tone. Say, "Time for rest. Can you go to bed by yourself?" (Pause.) "Or shall I help you?"

7. Never interrupt a child's play unnecessarily. When a command is given, have an inward conviction that he will obey. Give time to prepare. Take obedience for granted.

8. Put emphasis on things to be done, not on child doing it, i.e., water turns on gently, door closes quietly.

9. If discipline is necessary, be sure child understands clearly. Be consistent in your requirements and appreciative of efforts in right direction. When incident is over and dealt with, have it over, do not refer to past deeds or misdeeds.

10. Listen to children. One learns many valuable things in this way.

# TECHNIQUES OF HANDLING LITTLE CHILDREN

#8 (Continued)

## SUGGESTIONS

1. Substitute. Avoid unnecessary discipline. Give a jumping board when a child wants to jump on a chair.

2. Suggestive question to help child get started, "Do you wish to play with your wagon first this morning?"

3. Repetition means security and consistency to little children, not monotony.

4. Rules can be made, i.e.; (a) We do not throw sand.
   (b) Sand and sand toys stay in the sand box.

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by Mary Harlan - Source Unknown

## METHODS RECOMMENDED FOR COMMON PROBLEMS OF CHILDREN

### #8

| The Child's Problem | It May Mean | So Do Not | You Might Try Something Like This |
|---|---|---|---|
| He hurts other children. | Troubled feelings, anger. | Punish, or hurt him. Make him feel "bad." Act angry yourself. | Quietly separate the children. Divert his attention. Take away the hurting object, calmly, firmly, always. Teach him that there are some things we just do not do. Help the children play happily again. Prevent hurting episodes by helping him feel loved, by giving him other outlets for his feeling. |
| He destroys things. | An accident.<br>Feelings of helplessness, jealousy, boredom.<br>Wanting attention.<br>Excitement.<br>Exuberance.<br>Curiosity. | Scold, yell, shout. Tell him he is bad. Preach at him. Punish, spank or hit him. | Remove destructible things from child's reach. Provide good place for play. Expect some wear and tear. Substitute something else for what is being destroyed. Expand his world by taking him places, letting him see and explore new areas. Provide things to pound and mess and cut and tear. Teach him what he may and may not do. |
| He uses bad language. | Trying something new. A joke. Limitation. Getting attention. Letting off steam. | Get excited. Feel embarrassed or shocked. Scold or punish. Lecture at him. Overemphasize it. | Relax, understand what it means. Calmly tell him to stop. Try rhyming some other word with it for fun, or offer other simple substitutes. Give him healthy outlets for feelings. |

# METHODS RECOMMENDED FOR COMMON PROBLEMS OF CHILDREN

## #8 (Continued)

| The Child's Problem | It May Mean | So Do Not | You Might Try Something Like This |
|---|---|---|---|
| **He refuses to share.** | Too young or too little. Need for experience in owning and sharing. | Snatch from him. Scold or hurt him. Tell him you do not like him. Do not play favorites in settling a dispute. | Help him grow into sharing. Be sure he has things that are all his, let him know what it means to own things. Be a fair arbiter in children's squabbles over things. Love him, help him feel secure. Provide experiences as he is ready for them. |
| **He still sucks his thumb. (or fingers)** | Need for sucking. Need for loving, cuddling, assurance, comforting. Fatigue, hunger, dissatisfaction, boredom. | Force or restrain (mitts or guards or ties or such) Punish, scold, coax, threaten, bribe. | Provide sucking satisfaction. Give more satisfaction, love, attention, pleasure. Find out what he wants and needs and provide it as best you can. Relax and realize that it rarely lasts and is not serious. See it as a sign that the child is unhappy or dissatisfied at the moment. |
| **He still wets.** | He is not ready for training yet. Too early effort to train. Resistance or rebellion. Insecurity. Fear. | Make an issue, threaten, shame, or punish. Bribe or reward. Insist that he tell when he should go to the toilet. Tell you do not love him. | Accept it and him as gracefully as you can. Expect some accidents. Give him your affection freely. Let him know you have confidence that he will do better some day. Help him become independent in other ways and encourage him to grow up. |

## METHODS RECOMMENDED FOR COMMON PROBLEMS OF CHILDREN

#8 (Continued)

| The Child's Problem | It May Mean | So Do Not | You Might Try Something Like This |
|---|---|---|---|
| He masturbates. | Natural exploration.<br>Curiosity.<br>Boredom.<br>Need for love, comfort, and security. | Punish, shame. Tie his hands. Threaten. Be too anxious about it. | See that he has plenty of interesting things to do. Answer his sex questions freely and frankly. Never fail to love him. Help him make friends. |
| He has fears. | Previous painful time.<br>Strangeness.<br>Need for his parents close by.<br>Feeling unloved or guilty. | Force or reason the child out of his fears. Shame, threaten or coerce. Make him go to or do the thing he fears. | Reassure and comfort him. Make the feared place or situation a happy one. Teach him caution for real dangers and hazards. Show him love and comfort. Encourage his efforts to be "big." Help him help himself. Avoid fearful experiences, or prepare him for them. |
| He steals. | Ignorance of property rights.<br>Unsatisfied needs and hungers.<br>Rebellion.<br>Hostile feelings.<br>Imitation. | Make him feel "bad." Scold or shame. Punish or reject. Cut off love. Take from him something to "make up" for the theft. Humiliate him before others. | Let him own things, get a sense of mine and thine. Help him earn and get what he needs and wants. Be kind, understanding, not too rigid. Provide creative outlets for his interests. Help him make real friends. |

## METHODS RECOMMENDED FOR COMMON PROBLEMS OF CHILDREN

### #8 (Continued)

| The Child's Problem | It May Mean | So Do Not | You Might Try Something Like This |
|---|---|---|---|
| He lies. | Fear of punishment.<br>Exaggeration.<br>Imagination.<br>Attention-seeking. | Preach or prophesy his bad end.<br>Punish or reject. Make him apologize.<br>Get upset. | Relax and try to understand. Give him attention for what he does and is. Provide him with opportunities for differentiating between fact and fancy. Tell him the truth. |
| He demands attention. | Feels left out, insecure, unloved.<br>Boredom.<br>Interest in you. | Scold or punish. Ignore or isolate him.<br>Ridicule him.<br>Shame him. | Give him a fair measure of attention. Show interest in him as a person. Provide interesting things to do. Share youself with him. |
| He gets out of bed. | Curiosity.<br>Interest.<br>Not sleepy.<br>Attention-seeking.<br>Uncomfortable.<br>Seeing parents' reaction. | Scold or punish.<br>Threaten him.<br>Reward or bribe. Put him to bed as punishment.<br>Tie or restrain him. | Make going to bed a happy time. Read or sing or play with him a little before leaving him in bed. Avoid over-stimulating him at bedtime. See that his needs are met before he goes to bed. Tuck him in bed with evidences of real affection. Put him back kindly but firmly. Let him meet any stranger who may be with him when he wakens. |

## METHODS RECOMMENDED FOR COMMON PROBLEMS OF CHILDREN

#8 (Continued)

| The Child's Problem | It May Mean | So Do Not | You Might Try Something Like This |
|---|---|---|---|
| He runs away. | Boredom.<br>Exploration.<br>Independence.<br>Rebellion.<br>Anger. | Make a scene. Cry or make over him. Punish or tie him up. Remove privileges. Unduly restrict. | Find him, see what he went out for. Provide attractive alternatives within his own yard if possible. Let him grow up in many ways. Let him take real responsibility around his own home. Take him on trips with you. Gradually remove restrictions as he is able to take care of himself. |
| He won't eat. | Not hungry.<br>Dislikes particular food.<br>Feeling unwell.<br>Trying independence.<br>Getting attention.<br>Imitation. | Force.<br>Make a scene.<br>Punish<br>Reward.<br>Threaten.<br>Put on an act to divert him. | Be casual and calm; it won't hurt him to miss a meal or two. Introduce new foods only a bit at a time and along with favored foods. Let him rest for now, remove foods. Try him later with something else. Help him learn how to feed himself as he shows interest. Make food interesting and attractive. Enjoy food yourself. Let him help prepare food as he shows interest and readiness. |

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Adapted from Some Special Problems of Children. Nina Ridenaur and Isabel Johnson.

## APPROPRIATE VOCABULARY FOR GUIDANCE OF YOUNG CHILDREN

### #8

1. Eliminate from your vocabulary the, "Do you want to ...?"

   The preschool child is essentially negative so that his verbal expressions in response to questions are seldom valid.

   Test this statement by checking for a twenty-four hour period your child's response to "Do you want to ...?"

2. Limit your use of "no" and "don't."

   The young child learns many of his expressions through imitation. If he constantly hears, "no" and "don't," his first words may be "no" and "I won't."

   First time observers in a nursery school are generally impressed by the smoothness of routine and apparent lack of need for "no" and "don't."

3. Acquire the positive phraseology that works with children:

   a. Pickup Time: (Warning) : Pickup time soon.

   Pickup time as soon as we finish here.

   Here's something for you to carry.
   Your arms are strong enough for this.
   Let's park the trike over there.
   We can load the toys on the wagon.
   Let's carry this together.
   I'll be back in a minute to help you load the toys.

   Typical choice:

   Will you carry the block or pull the wagon?
   Shall we carry it or pull it in the wagon?

## APPROPRIATE VOCABULARY FOR GUIDANCE OF YOUNG CHILDREN

#8 (Continued)

b. Time to come indoors: (Warning) :

It will soon be time to come in.

As soon as you have _____, it will be time to come indoors.

We need to come indoors now.
Let's carry your doll...blocks...toys...indoors.
When we get inside, there is something for us to do.
I need you to help me now.
As soon as we stack the blocks here, we are ready to go in.

Typical choice:

Shall we empty your shoes of sand here or by the steps?
Shall we park the trike by the steps or put it away?

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Author Unknown.

# 52 WAYS TO SAY "GOOD FOR YOU"

#8

A little praise goes a long way in any situation. But "a little praise" really needs to be something more than the same few phrases repeated over and over again. Your child needs more than the traditional "good," very good," and "fine" for encouragement. Here are some additional possibilities:

That's really nice.
Thank you very much.
That's great.
That's clever.
I'm proud of you.
Keep it up.
Good job.
Very creative.
Much better.
Wow!
Terrific!
Fantastic!
Beautiful!
Excellent work!
Marvelous!
You make it look easy.
I like the way you're working.
That's right! Good for you!
Now you've figured it out.
You are waiting so quietly.
It is really hard to wait.
You are really listening.
That's a good point.
You are doing a good job.
That's coming along nicely.
Keep up the good work.
That's quite an improvement.
I appreciate your help.
My goodness, how impressive.
You're on the right track now.
That's a very good observation.
Now you've got the hang of it.
That's an interesting point of view.
That's an interesting way of looking at it.
I like the way you have settled down.
It looks like you put a lot of work into this.
I'm very proud of the way you worked (are working).
That's certainly one way of looking at it.
Thank you for (sitting down, being quiet, helping, etc.)
Groovy.
Right on.
For sure.
Sharp.
Super.
Superior work.
Exactly right.
Very interesting.
Good thinking.
Far out.
Nice going.
Out of sight.
What neat work.
You've got it now!

THIS IS JUST A BEGINNING...I AM SURE YOU CAN
THINK OF MANY MORE.

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Author Unknown

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## APPENDIX

## Expanding Parent Education Meetings to Fourteen Sessions

| Meeting Number | Title of Meeting | Major Emphasis | Discussion Questions | Forms | Instructional Materials * |
|---|---|---|---|---|---|
| 1 | Introduction to a Parent-Toddler Program | Aims of Program. How program will be run. General rules and regulations. | Pgs. 62-63 | P. 65 | Pgs. 17-22 |
| 2 | Parent Activities in a Parent - Toddler Program | Job assignments. Observation techniques. Format of parent education meetings. | P. 63 | P. 64<br>P. 66 | Pgs. 23-32 |
| 3 | Children's Activities and Behavior in Class | Children's reaction to planned activities. Child's relationship to parents and others in program. | Pgs. 67-68 | P. 69 | Pgs. 70-74 |
| 4 | Social Development of Two-Year Olds | Social interaction of children with school mates, siblings and neighbor children. Value of play. Planning for child's play. | Pgs. 76-77 | P. 78 | Pgs. 79-82 |
| 5 | Physical Development of Two-Year Olds | Importance of a well-balanced diet and medical check-ups. Large and small muscle coordination. Activities helpful in developing motor skills. | Pg. 87 | - | Pgs. 135-136 |
| 6 | Toilet Training and Sex Education | Suggestions on how to toilet train. Parents' attitude on sex education. Books for children on sex education. | Pgs. 87-88 | P. 89 | Pgs. 90-93 |
| 7 | Emotional Development of Two-Year-Olds | Dealing with child's negative behavior and frustrations. Separation anxiety. Sleeping with parents. | Pgs. 95-96 | P. 97 (top) | Pgs. 98-100 |

* Instructional materials are given out one week in advance.

## Expanding Parent Education Meetings to Fourteen Sessions (Con't)

| Meeting Number | Title of Meeting | Major Emphasis | Discussion Questions | Forms | Instructional Materials |
|---|---|---|---|---|---|
| **8** | **Intellectual Development of Two-Year-Olds** | How children learn. Value of nursery school experience. Features of a good nursery school. | Pgs. 105-106 | P. 97 (Bottom) | Pgs. 101-103 |
| **9** | **Language Development of Two-Year-Olds** | Developing oral language in young children. Role of books in language development. Facilities at local public library. Good children's books. | P. 105 | - | Pgs. 108-113 |
| **10** | **A Home Environment that Encourages Preschoolers to Learn** | Activities at home that teach children. Local community programs for young children. | P. 115 | P. 64 | Pgs. 83-85 |
| **11** | **Choosing Worthwhile Toys** | Value and safety of toys. Suggestions of toys that can be made from household items. Parents share child's favorite toy. | - | - | Pgs. 122-123<br>Pgs. 129-130 |
| **12** | **Coping with Behavior** | Techniques of handling little children. Degrees of discipline, consistency in discipline. | Pgs. 118- | P. 89 | Pgs. 124-128 |
| **13** | **Common Problems of Children** | Dealing with destruction, bad language, hoarding, thumb sucking, stealing, fears, etc. | - | P. 107 | P. 131 |
| **14** | **Wrap-Up and Evalation** | Children's activities and behavior in class compared to first session. Recommendations for changes in program. Value of program for parents and toddlers. | Pgs. 114-115 | P. 117 | Observation folders |

## Steps to Follow in Toilet Training

1. Parent readiness
   - A. Begin toilet training your child when you are ready to invest time and patience.
   - B. Do not teach another thing at this time, i.e., using a spoon, etc.

2. Place
   - A. A child's toilet seat should be placed over the regular size seat for your child's comfort. (Use step stool or block for his feet.)
   - B. If a "potty" (small toilet chair) is used, it should be placed in the bathroom, not in the kitchen, or carried from room to room. This will help your child learn the appropriate setting for voiding behavior.
   - C. Undress your child in the bathroom. Don't take your child's pants down in other rooms before taking him to the toilet. This will help your child know the correct place and reason for pulling down his pants.
   - D. If you go visiting, take the child's toilet seat or "potty" with you, as your child is bound to be more comfortable with it than a strange seat.
   - E. The transfer to a regular seat or any seat can be made later when your child has learned bladder and bowel control.

3. Clothes
   - A. Your child should wear training pants - not diapers. (He or she is not an infant.) "Puddles" should not annoy you.
   - B. Your child should not wear overalls that are difficult to disassemble and reassemble. Pants with an elastic around the waist are preferable as they can be pulled down and up with ease.

4. Approach, time and sequence
   - A. Lead your child gently and calmly into the bathroom and stay with the child to avoid fear.

4. Approach, time and sequence (continued)

   B. Smile and say, "Down come ____'s pants and up _____ goes." Stay with your child, because if he should void, reward him immediately. Remember, the reward has to be something your child is "wild" about, i.e., cookies, raisins, a hug, a kiss, clapping your hands, etc. (A verbal reward is preferable.) However, if after five minutes nothing happens, remove your child calmly and gently from the toilet.

   C. Then use a sequence of saying, "Now off ______comes." Wipe your child and then say, "Up go ________'s pants.

   D. Remember, at first your child should be placed on the toilet every hour for no more than five minutes at a time. This should be done because of the probability of your child voiding some time during the day when he is on the toilet, thus permitting you to reward the appropriate behavior. This will help your child form an association between voiding in the toilet and something pleasant happening to him when he does. He will want to do it again. Wash his hands.

   E. It helps to note the time your child usually has a bowel movement and put the child on before it happens. Reward immediately by having the reward available.

   F. Toilet flushing may frighten the child.

## Additional Notations

1. Readiness: Needs to hold it from one to two hours.
2. Avoid tea, coke or Kool-Aid which stimulates the bladder.
3. Need to go indicated by squatting in the corner, grunting or becoming irritable.
4. Summertime, with light clothes, is a good time.
5. Time: (Normal child)
   A. 2 years...day control.
   B. 2½ years...will ask to go but will need help.
   C. 4-5 years...will go but will need help wiping.
   D. 5 years...independent.
6. Night training...when dry in a.m. (if wet in a.m. forget it)...Change to training pants to "grown up" P.J.'s.
7. Time lag may be 6 months to one year for a child with a problem.
8. Use the words "toilet" and "bathroom." Do not use pet words or expressions such as "pee-pee" etc., since these words may not be understood by everyone.

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Author unknown.